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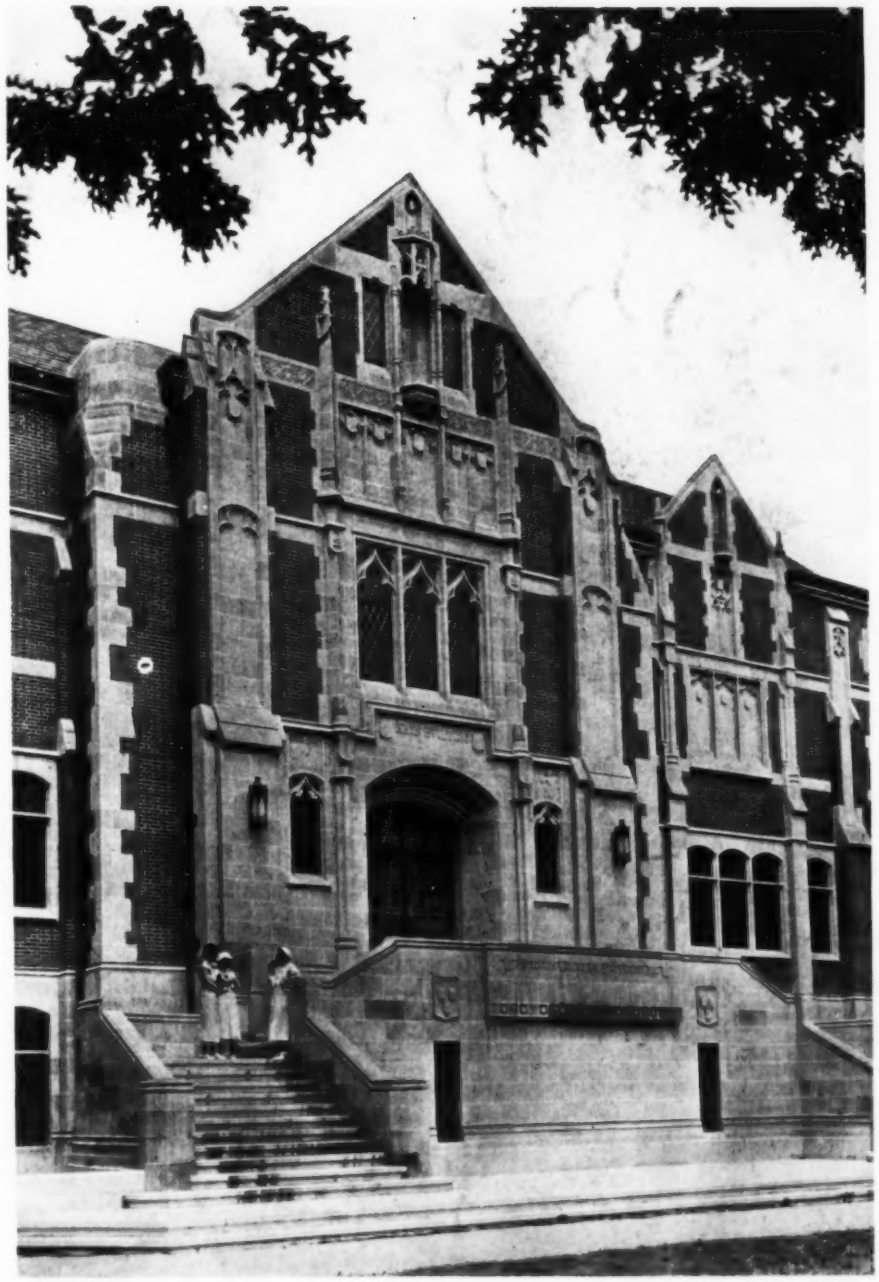
OCT 5 - 1936

VOLUME 93 NUMBER 4

OCTOBER, 1936

THE AMERICAN School Board Journal

A PERIODICAL of SCHOOL ADMINISTRATION



THE BRUCE PUBLISHING CO.

MILWAUKEE . . . CHICAGO . . . NEW YORK

Efficiency Assured

WITH JOHNSON CONTROL APPARATUS

St. David's School, Detroit, Michigan. Architects: Donaldson & Meier . . . Mechanical Engineers: McColl, Snyder & McLean . . . Heating and Ventilating Contractors: Harrigan & Reid . . . all Detroit

JOHNSON
ROOM THERMOSTAT

If your heating costs are loaded with waste dollars, *Johnson* apparatus will check that waste and control temperature and humidity with the efficiency and understanding that can be expected of a pioneer in automatic heat control. *Johnson* systems in the large educational buildings of today are able, in many cases, to control heating costs so efficiently that the annual expenditure is even less than the smaller school building of the past and, most certainly, students now enjoy a comfort never dreamed of a few years ago.

Johnson is manufacturer, engineer, and contractor . . . complete responsibility by a single, nation-wide organization. Whatever the temperature or humidity control problem . . . heating, cooling, ventilating, air conditioning . . . *Johnson* apparatus is the answer. Johnson Service Company, Milwaukee, Wisconsin. Direct Branch Offices in all Principal Cities.

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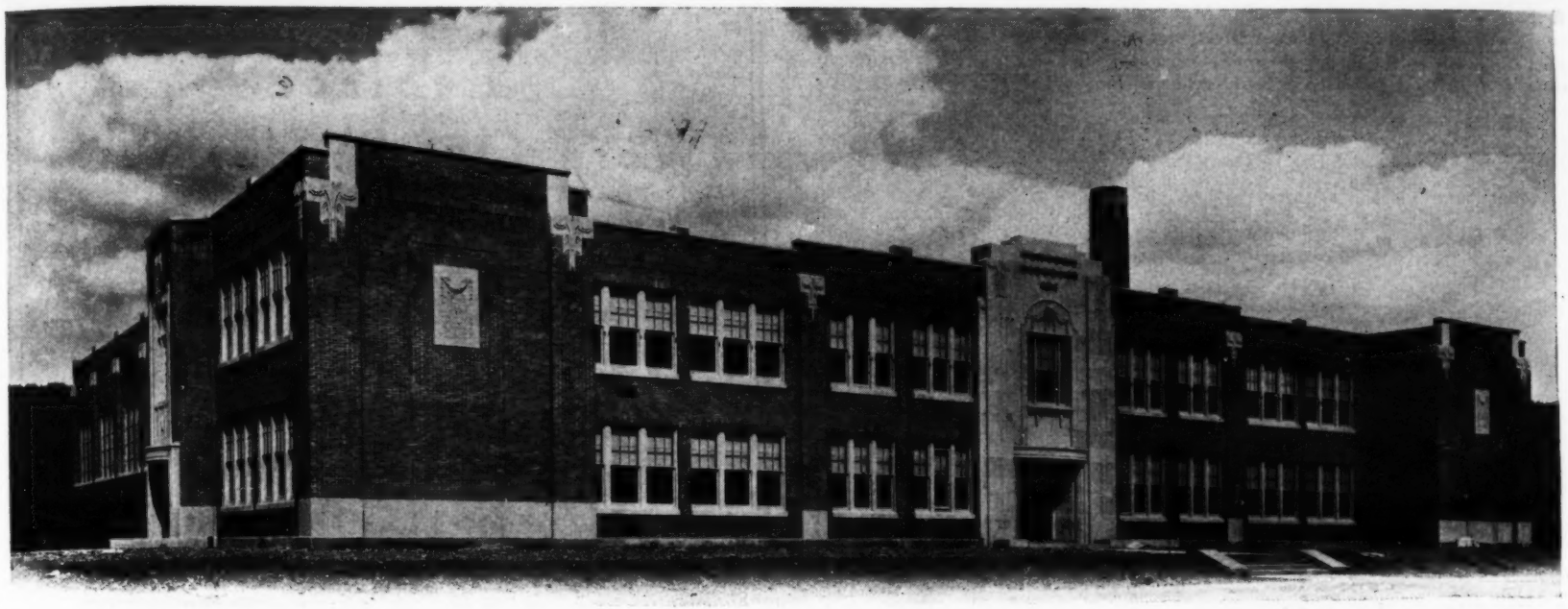
For Heating - Cooling - Ventilating & Air Conditioning Systems



Central District School at South Onondaga, N. Y., Randall & Vedder, Architects

"The Maple Floors Add a Great Deal to Efficiency and Appearance..."

Say Randall & Vedder, Architects

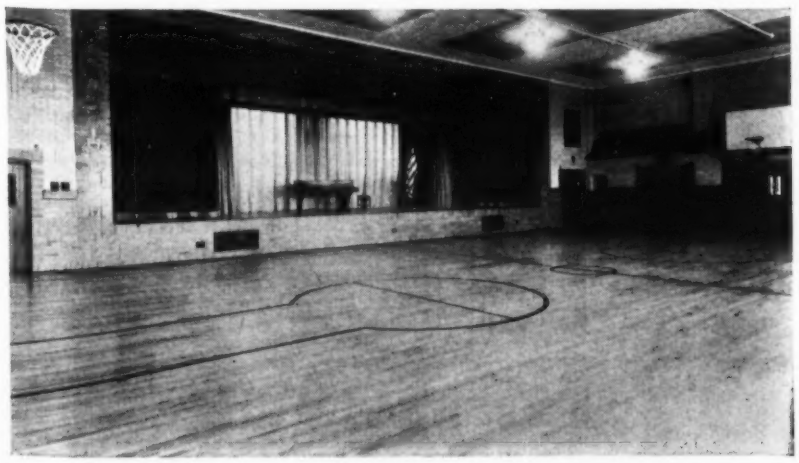
AFTER all, there's no satisfaction like a job *well* done. It must be gratifying to Randall & Vedder to be able to say of the South Onondaga Central School, designed by them: "We are pleased with the high-grade materials used and particularly the Northern Hard Maple floors used in the gymnasium and extensively in other parts of the building. They add a great deal to *efficiency* and *appearance.*"

Parents walking through this new school, no doubt appreciate the fine appearance of the Hard Maple Floors—probably notice their warm, dry resilience underfoot—perhaps visualize the tangible contribution to student comfort and health.

But only experience comparable to that of architects and school boards, can create a full understanding of how much Hard Maple floors contribute to *efficiency*—from the first day of use and for many, many years to come.

Hard Maple's lastingly smooth surface, so "easy on the feet" is also remarkably sanitary, because it offers no hiding places for dirt and dust; and it lowers maintenance costs, because it can be kept clean by brushing alone. Further—tough-fibred, tight-grained Northern Hard Maple does not sliver, splinter, or develop ridges—usually outlasts the life of the building—gives so many extra years of service that it becomes by far the most economical material in the long run.

These facts have been demonstrated in school after school for generations. Well-known to architects, they are in *your* architect's mind when he specifies MFMA* Northern Hard Maple in strips or blocks for school floors. He knows that MFMA* Northern Hard Maple contributes much to appearance and efficiency—and insures greatest economy.



The gymnasium, floored with Northern Hard Maple. Maple also used extensively in other parts of the building. Here is good appearance combined with unmatched efficiency and economy.

Good Service Finishes Available. *Specially adapted to old or new school floors of Maple, these heavy-duty finishes enhance Hard Maple's natural beauty, seal its surface, resist soil stains, and prove non-slippery. They will not mar, scratch or flake off. So easily cleaned, they further reduce Maple's low maintenance cost.*

MAPLE FLOORING MANUFACTURERS ASSOCIATION

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Floor *with* Maple

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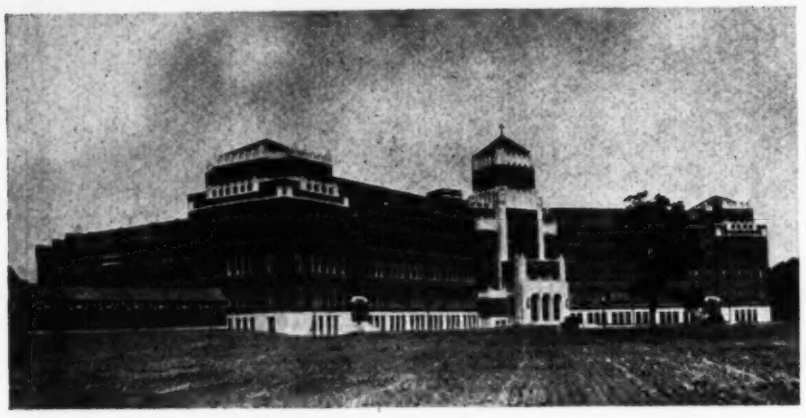
MFMA Approved

● SAINT MARY ACADEMY BUILDING, MONROE, MICHIGAN. *The Telechron installation in this building, the Mother House and the Dining Hall involves a Telechron ADFR system of 83 clocks, program instrument, and central control equipment, installed 1932. D. A. Bohlen & Sons, architects, Indianapolis, Indiana.*



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● Loitering between classrooms is minimized . . . study periods and classes start promptly . . . when the schoolday is timed by a quiet, accurate Telechron clock system. Teachers and supervisors in schools all over the country recommend Telechron as the ideal system for efficient academic operation.

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The Warren Telechron Company supplies all types of built-in timekeeping equipment. A letter to us will bring detailed information, and if you wish, one of our representatives to discuss your project.

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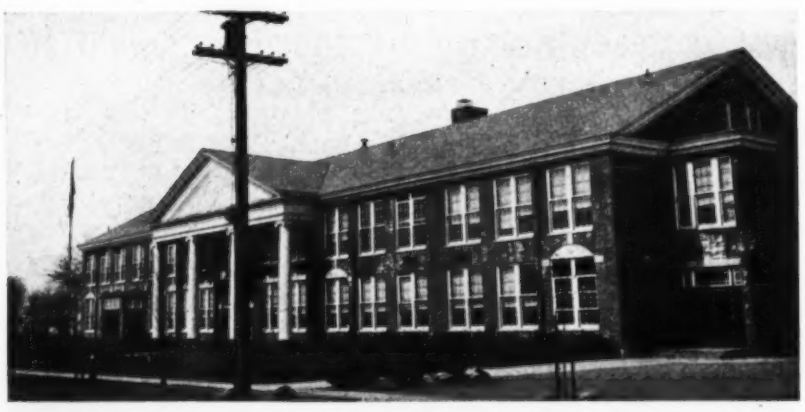
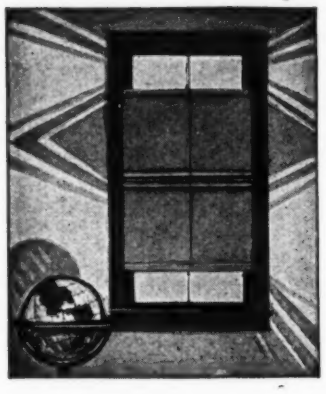
910 Main Street Ashland, Massachusetts



● GEORGE WASHINGTON SCHOOL, HILLSIDE, NEW JERSEY, *is equipped with a Telechron ADMR system, consisting of 20 clocks, program instrument, and central control equipment. Installed 1931. Jacob Wind, architect. Friedman Brothers, contractors.*

Replace Worn Out Shades with Draper SIGHT SAVING Shades



Draper Adjustable School Room Shades keep the sun OUT but let the light IN. The patented Draper pulley bracket allows easy shade removal for cleaning.

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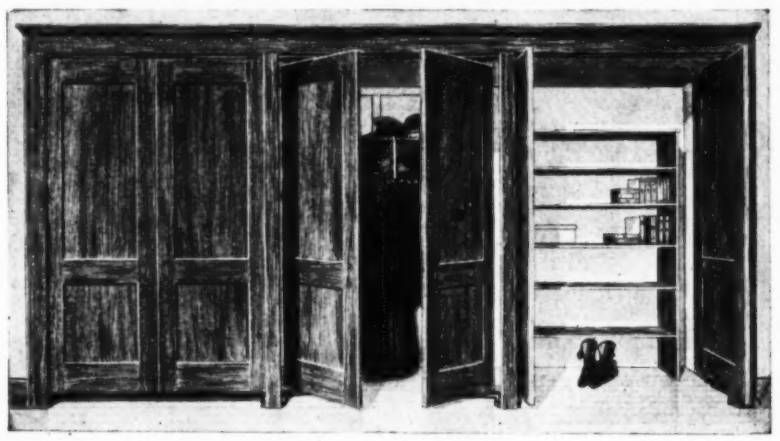

EVANS "Vanishing Door" WARDROBE

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Class X

equipped with either "Jamb" type (as illustrated) or "Floor" type hinges. This is Class P wardrobe if made with flush doors.

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High in Quality — Low in Cost

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Wardrobes are furnished complete in the knockdown, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The entire cost of installation is small.

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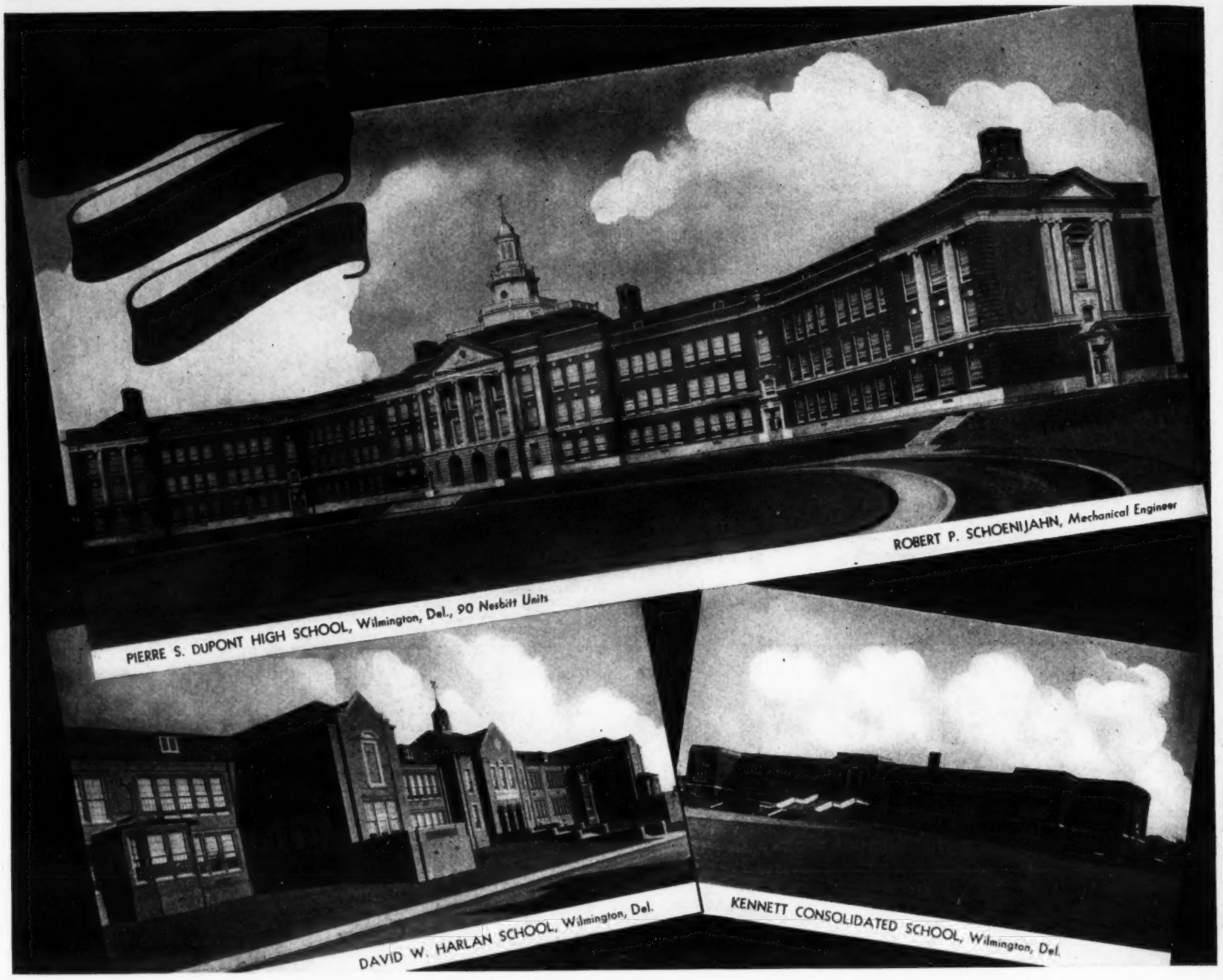
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E. WILLIAM MARTIN *of Wilmington, Del.* has installed 357 NESBITT UNITS in 11 *of the* SCHOOLS *designed by him since 1927*

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IN specifying heating and ventilating equipment for the Pierre S. duPont High School, recognized as one of the country's finest school buildings, the architect, E. William Martin, and the engineer, Robert P. Schoenijahn, chose Nesbitt Syncretizers to assure class-room comfort as flawless as the beauty of this outstanding structure. Mr. Martin has installed Nesbitt units in 10 of his other schools. Fine buildings merit fine equipment, yet it is just as important, as well as economical, for the smallest school, new or old, to provide the unvarying efficiency and health advantages of safe, invigorating Syncretized Air.

NESBITT *Syncretized Air*

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For these highly developed control systems provide:

1. Automatic *modulating* control which prevents cyclic operation with its alternately "too hot"—"too cold"—"too dry" or "too humid" conditions and objectionable drafts. Hence it assures constant healthful, pleasant conditions in the area controlled, at all times.

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Investigate Sylphon Systems of Control, developed and manufactured by the Fulton Sylphon Co.—and sold by Sylphon Control Systems, Inc., the systems with 35 years of specialization in temperature regulation behind them, and countless installations of Sylphon Controls bearing witness to their highly satisfactory performance on the job.

For complete details, get in touch with the nearest office of Sylphon Control Systems, Inc.

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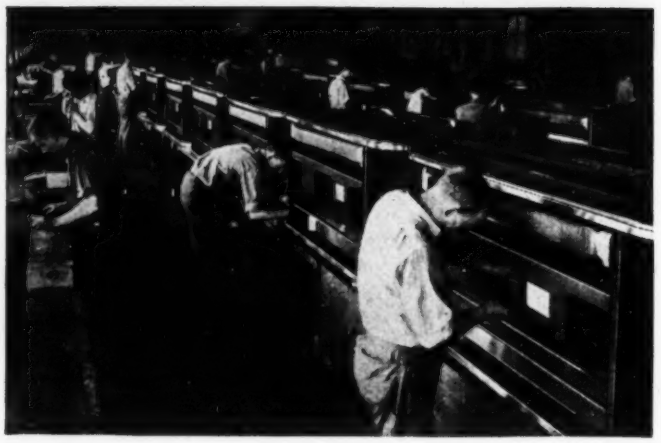
We're Working Top Speed



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THE new Sturtevant Unit Ventilator is the finest and by far the most popular unit ventilator ever built by Sturtevant. It has been specified and ordered for so many schools and other buildings that our factory has been forced to operate at top speed, day in and day out.

Striking modern design plus sound engineering ...that is the combination in this unit ventilator which has appealed so strongly to architects, engineers and school officials.

Ask your architect about it. He has complete information in his 1936 Sweet's Catalog File, Section 26, Catalog 16.

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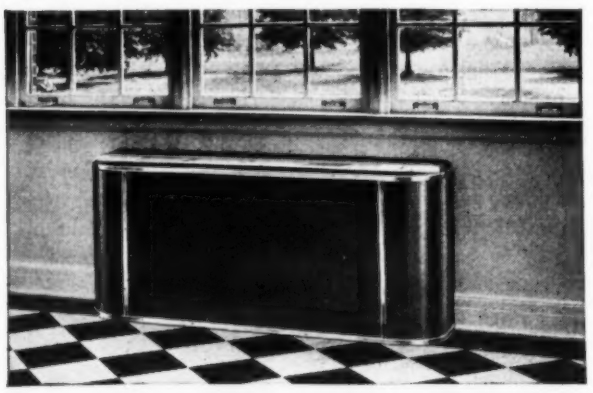

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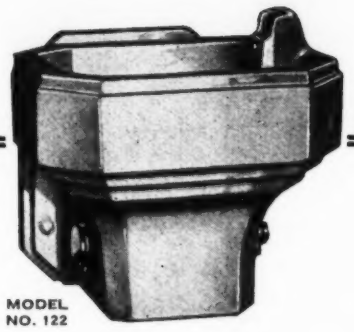
Protect Student Health

"Lips can't touch the R-S nozzle"



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No More Unexpected "Shots" of Icy Cold or Scalding Hot Water!

No more slipping on a wet tile floor while trying to dodge a stream of hot or cold water.

When you use a shower regulated by a Powers automatic safety shower mixer the temperature remains right where you want it. You can really enjoy the thrill of a comfortable shower in absolute safety.

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Forty-Five Years of Temperature Control.

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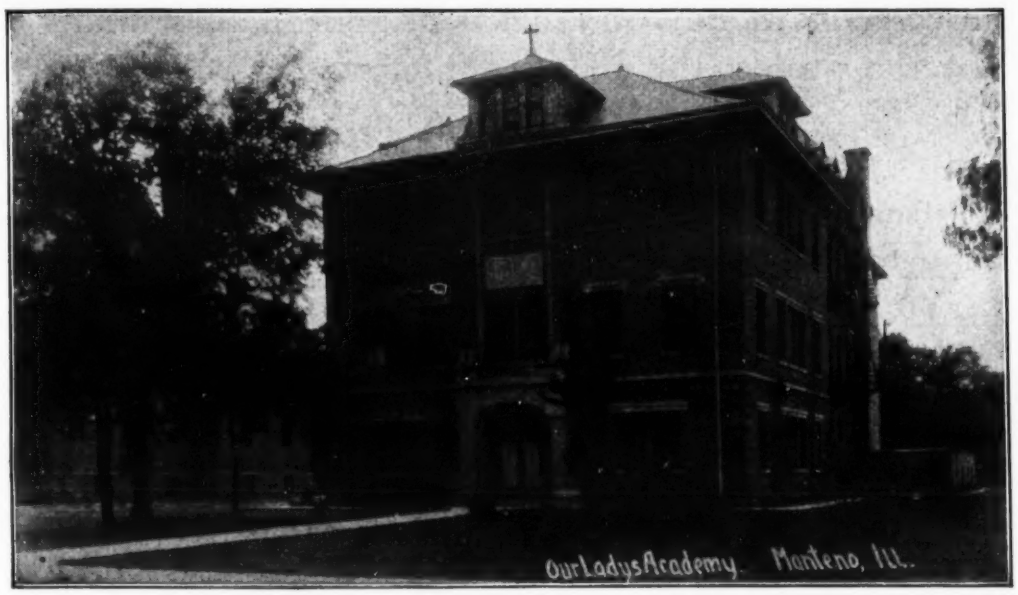
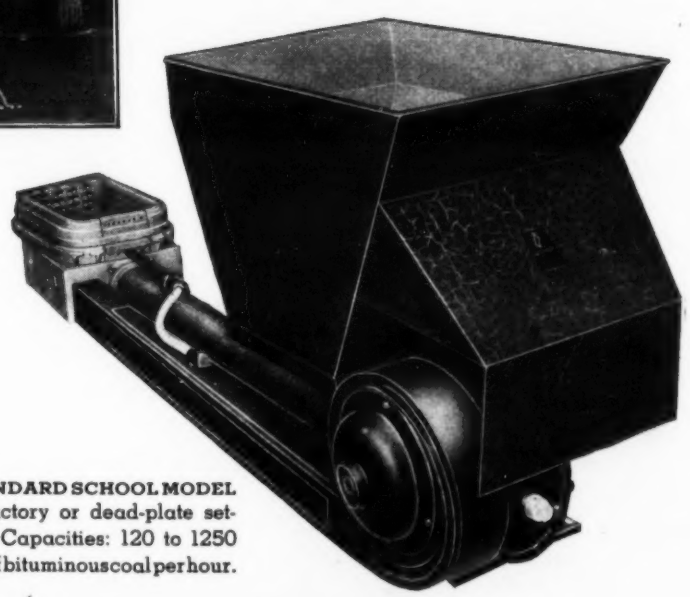
Fire your boilers with the same efficiency the nation's largest industries demand. Whiting has designed and built that type of coal-burning equipment *for 16 years*. Now you can profit by the same experience and engineering ability. Whiting Stokers are available for the small school or the great metropolitan system. They are designed in capacities to handle any coal-feeding job. No matter how small your plant may be, Whiting can reduce your heating budget. Clip the coupon now. Let us show you how much money a Whiting installation can save.



HOW *Our Lady Academy*—Manteno, Ill. Saves Coal Dollars—

"We have been using a Whiting Underfeed Stoker for the past two years. It has proved very satisfactory in heating our Academy, and keeping rooms at an even temperature. *It has likewise effected a substantial saving in our coal bills.*

Very truly yours,
OUR LADY ACADEMY
(Signed by) *Sister St. John Baptist*
Superior



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Refractory or dead-plate setting. Capacities: 120 to 1250 lbs. of bituminous coal per hour.

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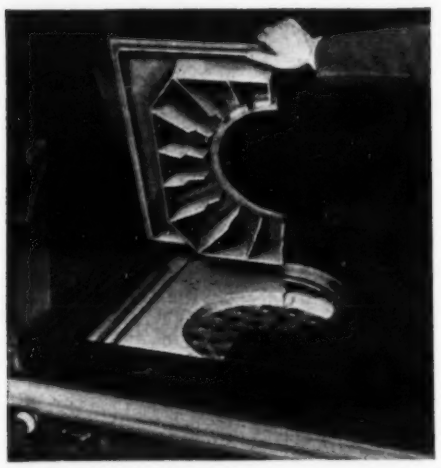
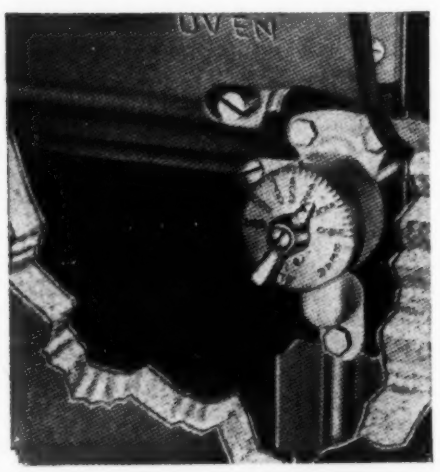
If you gave your old cooking equipment a REPORT CARD

REPORT CARD *of Cooking Equipment*			
INSULATION	Poor		
EFFICIENCY	Fair		
FUEL SAVING	Poor		
COOKING RESULTS	Fair		

BACKWARD equipment cost you money, and makes its poor showing month after month. Check up on it — and check it against the savings you can make with new Vulcan equipment.



Vulcan range with radial fin



Vulcan insulated oven with oven heat control

For instance: the new Vulcan range with radial fin. Those retarding fins and flues radiate the utmost usable heat from the gas. You get 68% increased heat absorption surface — and you actually *save 20% of the gas consumed for top cooking.*

For instance: the Vulcan insulated oven with oven heat control. Heavy insulation holds the heat, cuts the cost. Oven heat control gives positive temperature regulation — reduces meat shrinkage — gives more servings per roast.

Vulcan pays its own way — out of the savings it effects. We can prove this to you with facts — yours for the asking.

VULCAN COOKING EQUIPMENT WILL CHANGE THE KITCHEN REPORT TO

INSULATION	Excellent		
EFFICIENCY	Excellent		
FUEL SAVINGS	Excellent		
COOKING RESULTS	Excellent		

SCHOOL DIVISION

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FOR ALL YOUR CLEANING PROBLEMS

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General maintenance cleaning—painted surfaces, floors, porcelain, metal fixtures, marble, etc. Wyandotte Detergent harms no surface that water alone cannot harm. It cleans quickly, easily, and so thoroughly that surfaces stay clean longer. Improved illumination follows washing painted walls and woodwork with Wyandotte Detergent.

Dishwashing—glasses and silverware. There are several Wyandotte Products for both machine and hand dishwashing, each adapted to meet special conditions of water or equipment. Lower costs per thousand pieces washed are guaranteed to users of Wyandotte Products for dishwashing.

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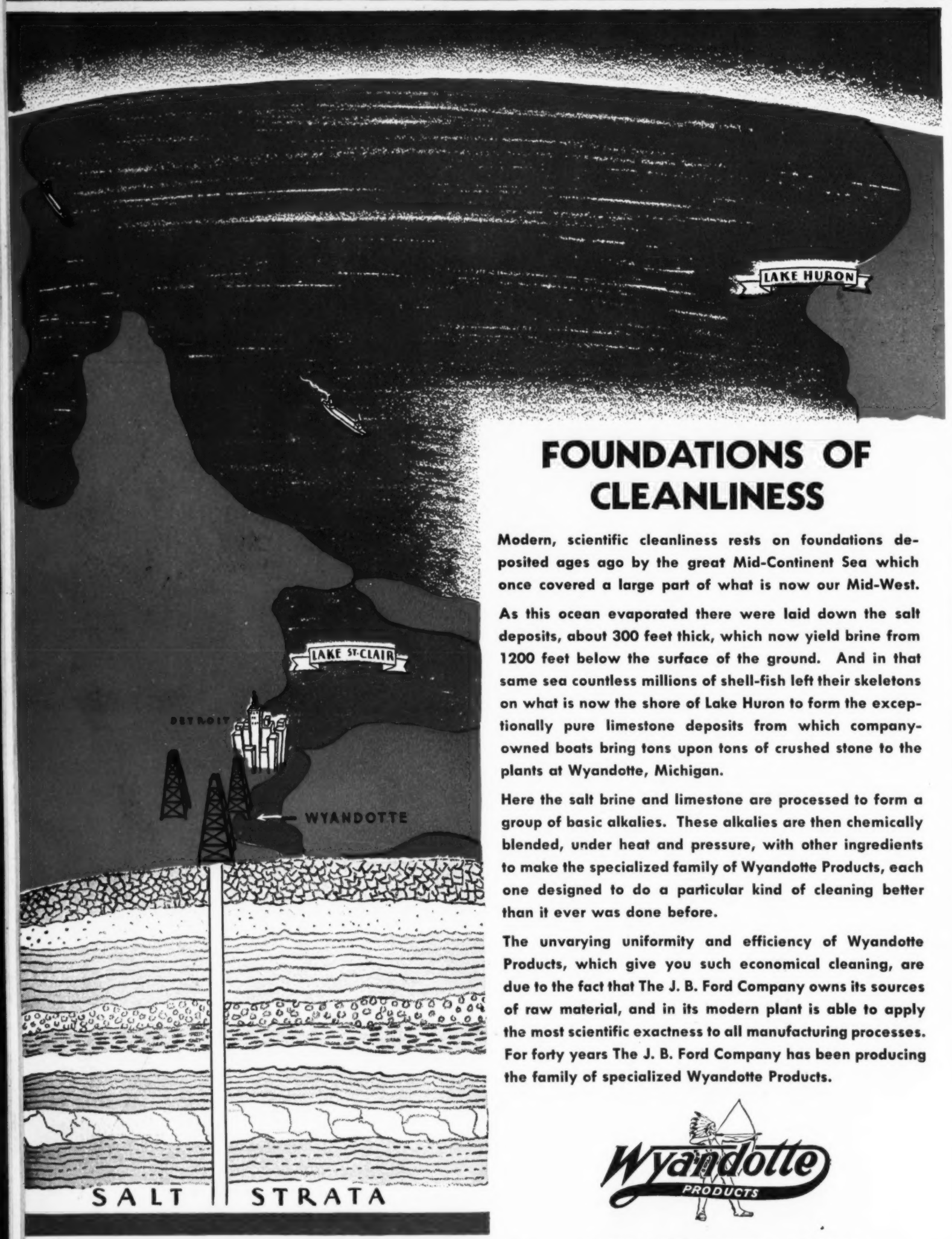
Your Wyandotte Service Representative is a trained cleaning expert, able and ready to work with you to help you solve your cleaning problems. His services place you under no obligation. And remember that all Wyandotte Products are sold under a guarantee that your money will be refunded unless you are satisfied with the results Wyandotte gives you.

THE J. B. FORD COMPANY

WYANDOTTE, MICH.



FOUNDATIONS OF CLEANLINESS

Modern, scientific cleanliness rests on foundations deposited ages ago by the great Mid-Continent Sea which once covered a large part of what is now our Mid-West.

As this ocean evaporated there were laid down the salt deposits, about 300 feet thick, which now yield brine from 1200 feet below the surface of the ground. And in that same sea countless millions of shell-fish left their skeletons on what is now the shore of Lake Huron to form the exceptionally pure limestone deposits from which company-owned boats bring tons upon tons of crushed stone to the plants at Wyandotte, Michigan.

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Wyandotte PRODUCTS

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POSITIVE

CONTROLS THE DOOR ALL THE WAY

Norton Door Closer is an unfailing servant. You determine how you wish your door to close, quietly slowly or speedily and the Norton will always close it exactly that way . . . Positive Control. Norton construction and engineering assure the most efficient lubrication and a long life of uninterrupted service. Write for the Norton catalog.

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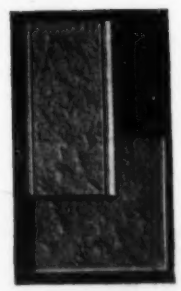
This Beautiful School Auditorium "GREW OVERNIGHT"

Do you know how easy it is—and how inexpensive—to revitalize your old school auditorium, or build a new one quickly? With Nu-Wood, the multiple-purpose wall and ceiling finish, you can do the work almost overnight!

Nu-Wood is a *predecorated* wall and ceiling treatment, available in a variety of harmonious colors and having unique texture. It saves you the expense of painting and decorating. Sturdy and lasting, it has the structural strength to form enduring walls in new buildings. Or, in existing auditoriums, it goes right on over the old wall and ceiling surfaces.

But there's more to the story! Nu-Wood corrects faulty acoustics, making the spoken word audible to every hearer in the auditorium. And Nu-Wood insulates, too!

Modernize your school buildings with Nu-Wood. The facts about this remarkable material are yours for the asking.



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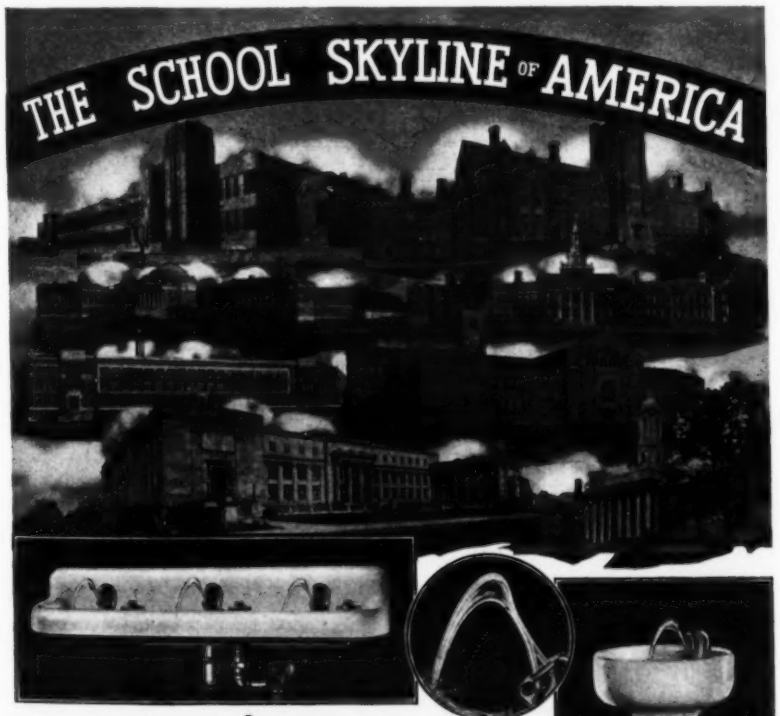

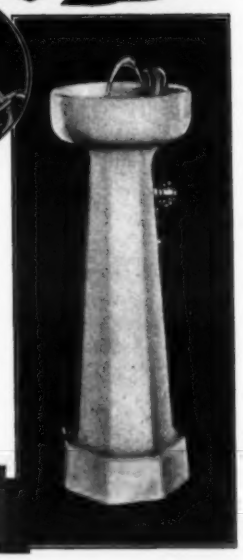

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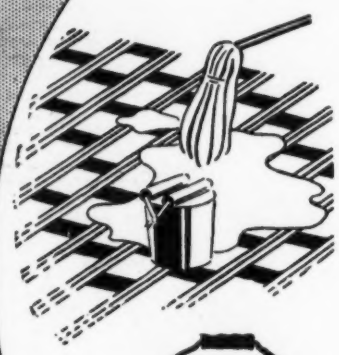

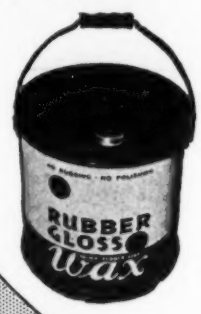

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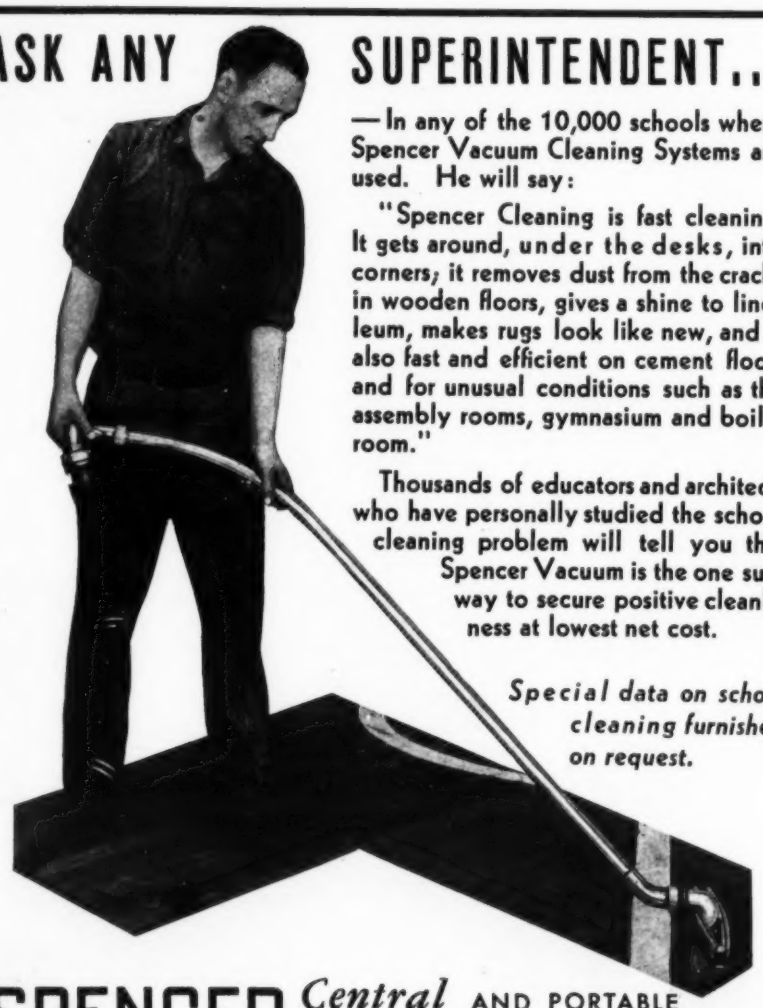

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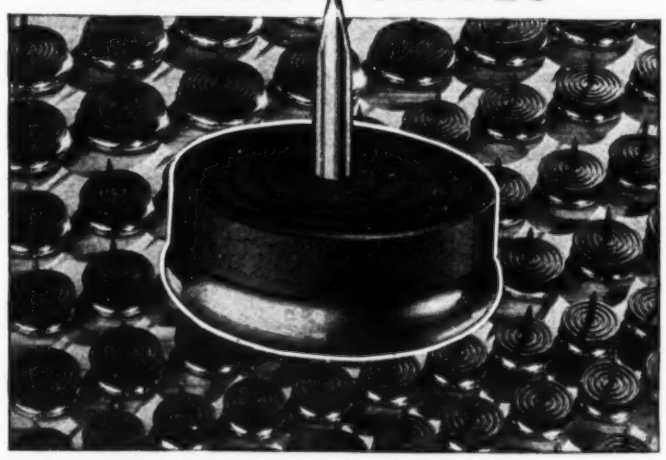

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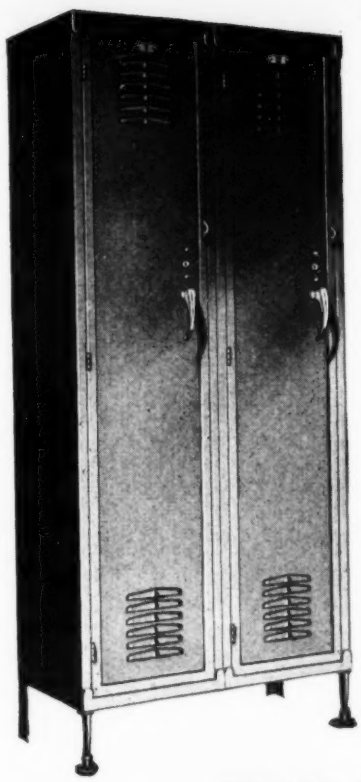

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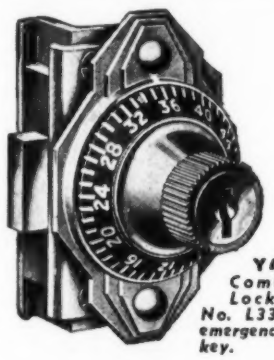

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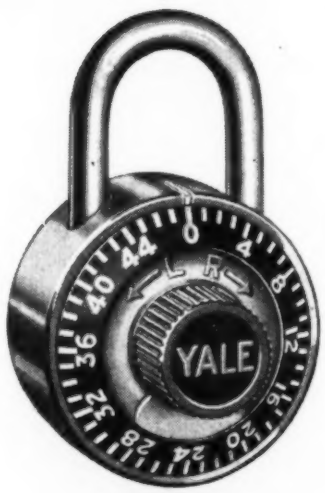

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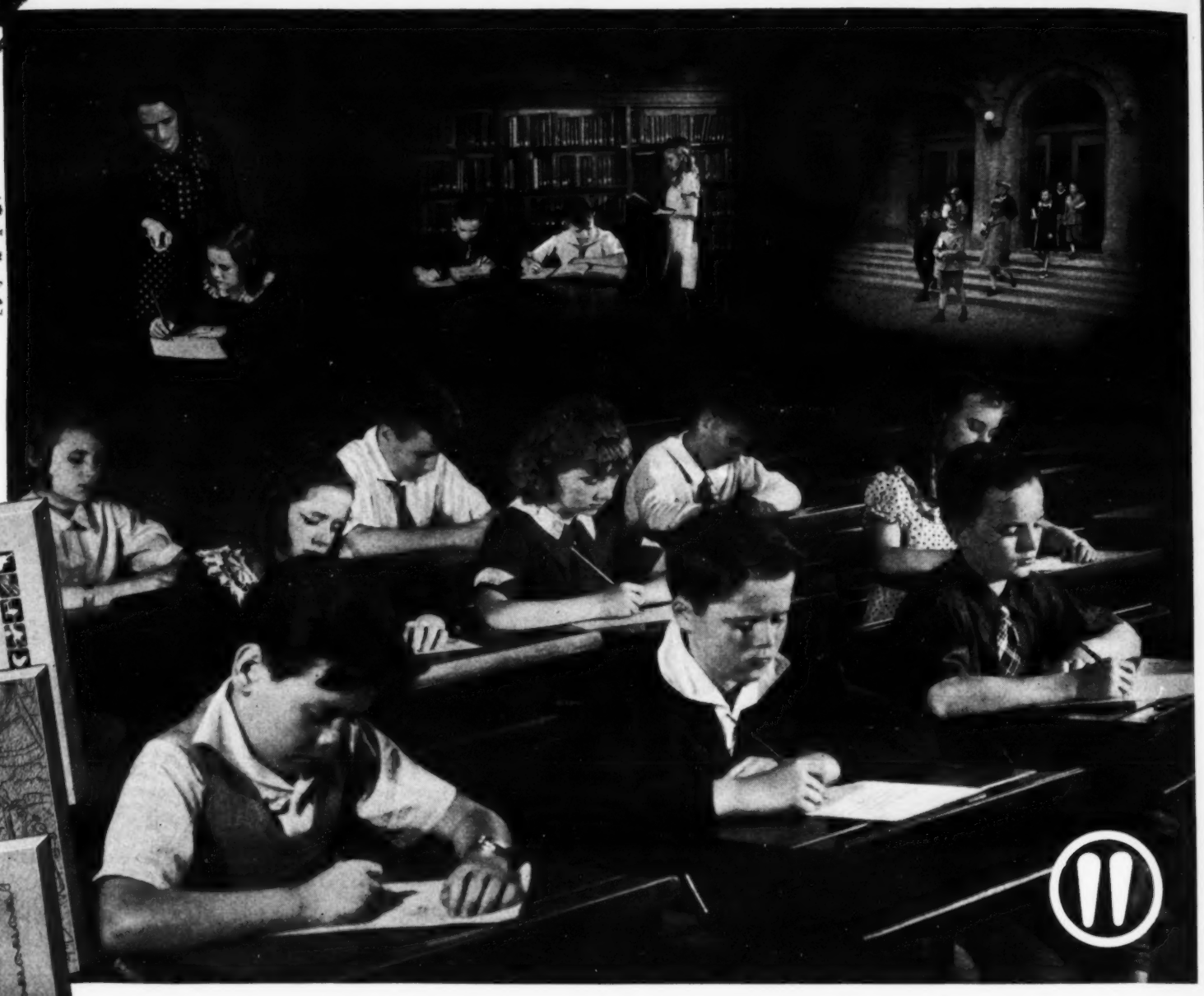

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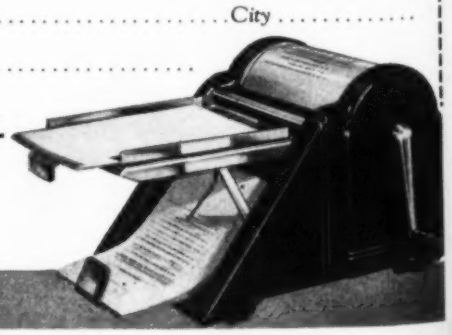

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1936

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What About Schoolhouse Construction?

During the depression years there was considerable speculation as to how the school authorities would meet the problem of a growing shortage in school accommodations. In some sections, it had become evident that the birthrate had declined and that this decline would in due time be reflected in a reduced school attendance. On the whole, however, there was, and still continues, a steady increase in school enrollment particularly in the middle grades and the high school, and a consequent demand for new building accommodations.

The need for added school buildings and the replacement of old structures was not met to a reasonable degree during 1931 through 1934. Since 1935, however, there has been a growing public appreciation of the need for additional schoolhouses. The federal aid has encouraged local school authorities; improved business has been reflected in a better tax situation, and most school-bond issues have been carried by safe margins.

The extent of new building undertaken in 1936, and this includes equipment, is shown in the statistics covering contracts let for the first eight months, which for the 37 eastern states total $177,569,200, as compared with $72,793,700 for the same period of last year. School-bond sales show a very substantial increase, totalling $95,762,510 for the first eight months, as compared with $38,296,312 for the same period of last year.

The school-building programs now in hand and in contemplation give promise that there will be little overcrowding in the schools of the medium-size and large cities. No child will lack comfortable and hygienic school accommodations. Public sentiment is decidedly on the side of the schools. The years 1935 and 1936 demonstrate that fact in an eloquent manner.

The Editor.

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Discontinuance—Notice of discontinuance of subscription must reach the Publication Office in Milwaukee, at least fifteen days before date of expiration. Notices of changes of address should invariably include the old as well as the new address. Complaints of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.

Editorial Material — Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*, Member, Audit Bureau of Circulation and Associated Business Papers.

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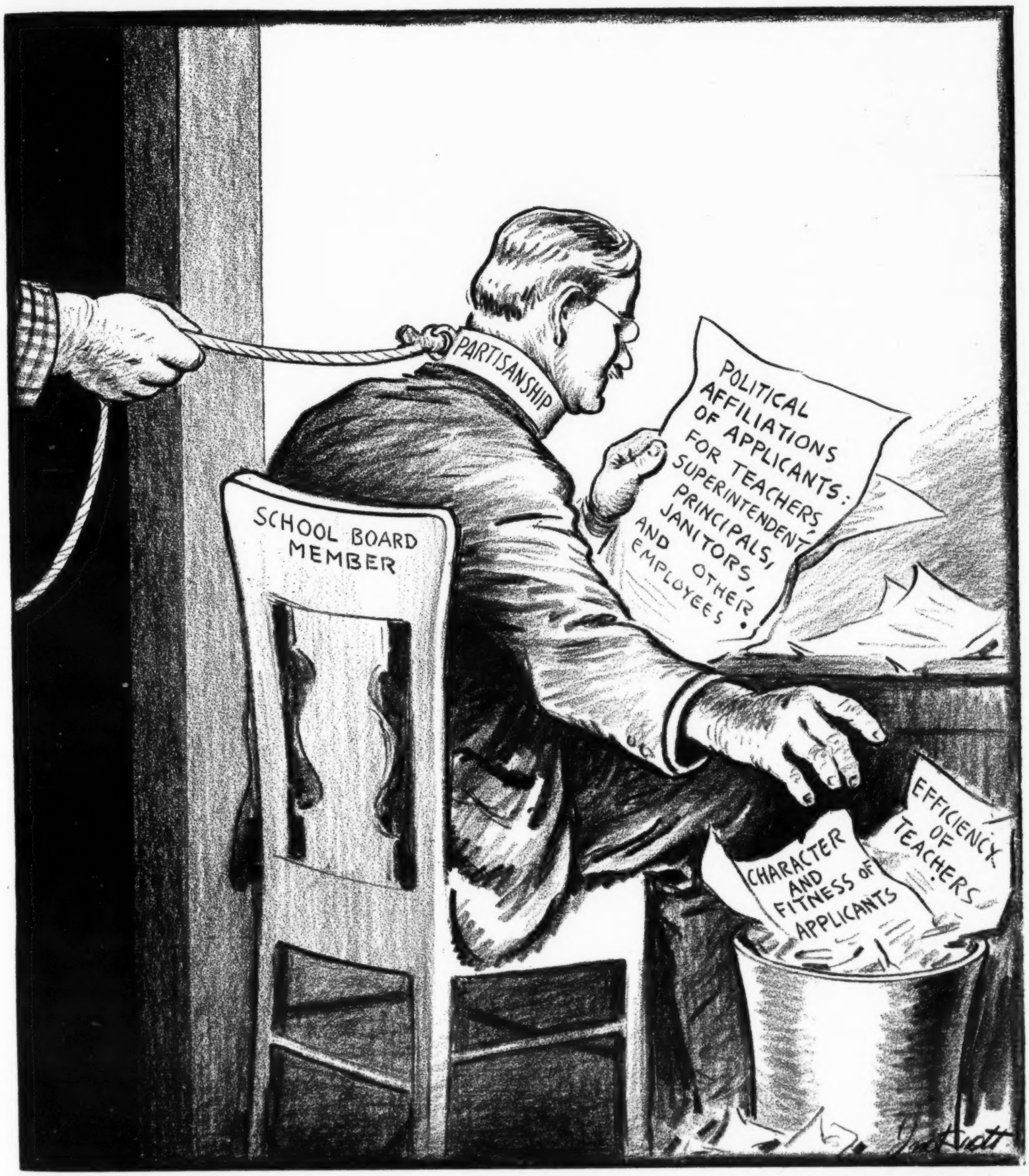

PARTISANSHIP
SCHOOL BOARD MEMBER
POLITICAL AFFILIATIONS OF APPLICANTS:
FOR TEACHERS, SUPERINTENDENT, PRINCIPALS, JANITORS, AND OTHER EMPLOYEES.
EFFICIENCY OF TEACHERS
CHARACTER AND FITNESS OF APPLICANTS

THAT'S WHAT POLITICS IN SCHOOL ADMINISTRATION MEANS!

A *Plea* for School Publicity

O. J. Mathias

"The public be chloroformed!" policy cannot be applied to the effective management of the public-school system. The general public provides the raw material (the children) and must bear through taxation the expense of school support. Efficiency in both attendance and support is measured by the level of general public interest in the schools. This interest must come through the recognition of a personal and civic need, fostered by a knowledge and appreciation of the general plan and the inner workings of the system. In view of these facts, the general public is entitled to a comprehensive understanding of the schools which must come through sane methods of publicity.

The writer is quoting verbatim from newspaper articles:

The bond issue was again defeated by the voters of X—— at a special election held. . . . This is the third time that the issue has been defeated. Unless suitable buildings are provided, our schools cannot maintain their present high standards.

The increased levy asked by the board of education was again defeated. The board claims that it cannot employ an adequate corps of teachers for the opening of school in September, unless sufficient funds are voted by the taxpayers of the community.

Supt. Z——, who has had charge of our schools for the past five years, tendered his resignation to the board of education at its regular meeting last evening. Members of the board speak well of his work here. It is not known where he will locate . . : .

These extracts, taken from news items appearing in different sections of a mid-western state, reflect unnecessary failure.

The Story Behind the News

In the first case, the superintendent of schools and the school board had known for several years that a building program was inevitable. In their effort to escape public criticism over the prospect of a tax increase, the matter was delayed until a crisis had developed. Then an overenthusiastic campaign was started to "put over" the bond issue.

Practically every school district in the nation has at some time passed through one of these bond-issue "revivals" in which facts are discolored through overzealous emotional appeals, children parades, and what not. As a rule, such emotional appeals tend to impress the general public mind more readily than a logical array of facts. The proposition is frequently carried with a "whoop and hurrah"; then the same old "the public be chloroformed!" policy is again reinstated. It would appear that the taxpayer is not entitled to be informed about the schools, except at periods when his "aye" vote is needed. A superficial revival of this sort has never failed to carry with it a reverse reaction. A sane, logical development and public appreciation of a need carries with it a greater satisfaction and more permanent results.

In the second case, the public had failed to keep pace with the school board and with the superintendent of schools. The total enrollment had been rapidly increasing. The state department of education had ruled regarding increased qualifications for teachers. The school could no longer serve the community efficiently under the old rate of taxation. The public could not be brought, during a few weeks' campaign, to realize the graveness of the situation. Hence the defeat of the levy to provide sufficient funds for the adequate support of the school.

The third case, that of Superintendent Z, is far too common to excite surprise. He was an efficient superintendent so far as ability is needed to analyze a school situation and to outline a strictly educational program. His policies were scientifically worked out and extended over a period of many years. The school board understood the plans and fully appreciated the sincerity, the enthusiasm, and the general efficiency of the man. But the general public had not been let into the secret.

In any growing school program there comes an added expenditure now, and an added increase in material or teachers at another time. While the need seems obvious to those within the system, the general public does not always understand. When no attempt has been made at proper explanation, there is likely to develop a feeling of distrust regarding the management of the school. It is not difficult to find a few citizens with personal grievances. When support fails, the logical outcome is a newspaper notice of resignation. The plans which represented the very best thought of this superintendent, had gone down the trail of school failures. Why? Because he did not fully inform the board of education? No. The board understood and appreciated the work and ambition of the man. The board, however, was powerless to retain him when general public sentiment was against him. Did his policies have merit? Yes. Why where they not received by the general public? Simply because this schoolman was so engrossed in his plans, understood them so well himself, was so enthusiastic about them that he had failed to take proper account of the other element of the equation — the taxpaying public. Well-formulated plans *plus* public understanding, and support *equal* an efficient school system in a democracy.

Continuous Publicity Needed

These three instances represent a multitude of notices that appear in local newspapers throughout the country. It is difficult to estimate the loss in actual dollars and cents involved. The money loss, however, is a small item compared to the effect of community distrust, lack of wholesome co-operation, and restricted opportunities for growing boys and girls. In most cases, these conditions could have been averted had the general public been properly informed and permitted to keep pace with the growing policies of the board and the superintendent.

Glance through a series of newspaper articles featuring school activities, and it will be found that the extracurricular activities hold first place. Competitive athletics, interschool literary activities, and contests of various kinds seem to make up the sum total of what the taxpayer is supposed to support. The public is fed on the froth, the spectacular; while the real meat, the classroom activities, and the plans and policies of the management go by without comment. True, there is the annual school report. Frequently it is a refined piece of professional work. It may be so well prepared that the attention of specialists in school administration is attracted to its merits; it may even be an agency for helping the superintendents to a more promising position. It may have excellently prepared graphs and data, but its influence in the identical community in which it is prepared is often outstripped by the *Congressional Record* and the latest patent-medicine almanac. In fact, it is rarely prepared for local public consumption.

Annual school reports, if properly prepared, written for the direct information of the local community, and placed on a level of local community understanding and appreciation, can be made influential for school betterment. The report should present facts and plans in a readable and economic manner. Photographs, diagrams, and graphs provide excellent vehicles for both clearness and economy in presentation.

A greater use should be fostered of newspaper news and feature articles on school matters. There should be a better balance of school topics on the basis of relative importance. Any legitimate means by which the general public may be informed is permissible; but above all other methods, the most far-reaching in general civic effect is student participation and co-operation, seeking to advertise the best interests of the school.

Three Phases of a Campaign

Any school campaign, be it a program for a new building, for a change in school organization, for new subjects, or what not, deserves to be handled in three phases:

1. *The Pre-educational Program.* This should prepare the seed bed of public opinion. Facts should be presented, comparisons made, and the actual need for the proposed changes or improvements should be intelligently and honestly presented. This part of the campaign may start a year or more before action is taken; it should be a part of the school's continuing publicity.

2. *The Period of Actual Transformation.* This is the time of seeding and cultivation. During this actual change or building, be it of a material or instructional kind, it is of vital importance that the public receive definite information regarding the procedures and the rate of progress.

3. *The Post-educational Program.* This is the harvest period. In view of present community morale and future support, this is the most important period of the three. The schools must marshal facts to show that what has been asked for during the first period and secured during the second, is actually functioning. If the school executive has convinced the public and can clinch the argument through a good measure of results obtained, then he has won the gratitude and confidence of the community, and the future success of the educational program is assured.

Too often school executives and school boards start their campaign news like the preview of a motion picture. But after the election, after public sanction has been obtained, the need for further publicity begins to flicker. The interest when aroused expects the completion of the story. If the last two "reels" are not properly, intelligently, and honestly presented, public confidence is lost.

To summarize: The public provides the children for our schools; the public pays the bill; the public is entitled to an intelligent and honest presentation of all matters pertaining to our schools.

Sane school publicity is essential to efficiency and progress; sane school publicity is justified.

Wise school authorities keep this equation before them: Well-formulated plans, *plus* public understanding and support, *equal* an efficient school system in a democracy.

THE RADICAL AND LIBERTY

One of the hardest lessons for the militant radical to learn is the distinction between liberty and license. He is not a liberal and has no interest in liberty, for he is neither open-minded nor tolerant. Being a radical, he wishes to tear up something by the roots regardless of what else happens. It is really unbridled license which he applauds, and not liberty at all; but he calls it liberty because he would like the advantage of the fortunate associations and significance of that time-honored name.—Nicholas Murray Butler.

In Whom Do the Constitutions *Place Control* of the Common Schools?

Clarence E. Ackley, Ph.D.[1]

In the sixth article of this series there were presented numerous court decisions establishing the legal status of the officers, agents, and employees of the public schools. It is the purpose of this article to present and to interpret the provisions set up in the state constitutions limiting the authority of legislatures in regard to these officials.

There have been written into the constitutions which are in force in 1936 several provisions regulating the power of the state legislatures as to the personnel involved in the organization of the common schools. These provisions deal with state superintendent of public instruction, county superintendent of public instruction, county or other local boards of public instruction, and state boards of education.

1. The State Superintendent of Public Instruction

The office of state superintendent was first provided for by law in the State of New York in 1812. Strangely enough, that same state is the latest of those that have made constitutional provisions for the office.[2] At present, 35 states have set up constitutional limitations on this topic definitely expressed in their constitutions.[3]

Eight of the thirteen states which leave the creation and regulation of the office entirely to the discretion of the legislature are in New England. Maryland, Tennessee, and Texas are the only southern states, and Iowa and Minnesota are the only mid-western states, whose constitutions are silent in the matter.

a) *Manner of Selection* (A, Table VIII). Table VIII shows that 30 of the constitutions provide that the state superintendent shall be elected, 28 of this number prescribing the manner of election and two specifying that the state legislature shall define the method. Five states, however (New Mexico, New York, Ohio, Pennsylvania, and Virginia), have made the office appointive. In three instances, the change from election to appointment has been made within the past seven years.[4] In Ohio, Pennsylvania, and Virginia, the appointment is to be made by the governor. Pennsylvania requires the approval of two thirds of the senate, and Virginia provides that the office may be made elective by the legislature after January 1, 1932. In New Mexico, the appointment must be made by the State Board of Education, and in New York it is made by the Regents of the University of the State of New York.

b) *Compensation* (B, Table VIII). Thirty-two of the constitutions make some specification regarding the compensation of the state superintendent. Sixteen of this number set a definite maximum salary, and in four states (California, Kentucky, Louisiana, and Washington) the legislature is denied the power of changing this maximum. In seventeen constitutions, the legislature is charged with the responsibility of establishing the salary by law, and in fifteen constitutions it is specified that there shall be no increase in salary during the term of office of the incumbent, while in five states there is to be no expense allowance granted in addition to the salary, although two other constitutions explicitly state that the legislature may approve expenses incurred.

c) *Term of Office* (C, Table VIII). Thirty-three constitutions place restrictions on the state superintendent's terms of office. A four-year term is provided for in 22 constitutions, a two-year term in nine constitutions, and continuance in office until his successor is chosen and qualified in 15 constitutions. Alabama and Kentucky render him ineligible to succeed himself at the end of four years in office. New Mexico and New York provide that the state board of education shall determine the length of term.

d) *Qualifications* (D, Table VIII). Only sixteen of the constitutions undertake to define the qualifications of the state superintendent. The definition is almost entirely in political terms, the minimum age being the most frequently mentioned (11 times). State citizenship is next in frequency, being mentioned nine times. The requirement of residence at the seat of government during the term of office is required in eight instances. The constitution of Missouri requires that the office shall be filled by a male citizen. The constitution of Wisconsin states that the legislature shall define the qualifications. New Mexico and Virginia are the only states whose constitutions set up professional requirements, and their requirements are: that "he shall be an experienced educator and shall be selected solely on the

TABLE VIII. STATE SUPERINTENDENT, CONSTITUTIONAL SPECIFICATIONS

(For citations, see part three of this table)

Summary of Constitutional Provisions Regarding the State Superintendent	*Number of Constitutions Containing this Provision*	
	In All	*Still in Force*
A. SELECTION — How Chosen		
a) Appointed by the governor	11	4
b) Appointed by the state board	2	2
c) Elected, as prescribed by constitution	44	24
d) Elected, as prescribed by law	8	4
e) Elected by general assembly	1	0
B. COMPENSATION		
a) Fixed by law	35	17
b) Maximum set by constitution	29	19
c) Paid quarterly	7	5
d) No increase during term of office	17	14
e) No expense allowance beyond salary	17	11
f) Expense allowance only when granted by the legislature	3	1
g) Legislature may increase or diminish	2	1
h) State board may fix salary	1	1
k) Minimum set by constitution	23	13
m) Maximum expense allowance set by constitution	3	1
n) Salary set by constitution until otherwise provided by law	10	9
C. TENURE — Term of Office		
a) Four years	37	20
b) Two years	19	11
c) And until successor qualifies	31	18
d) Not eligible more than four years in succession	3	3
e) State board determines length of term	2	2
f) Length of term to be fixed by law	4	3
g) Three years	2	0
D. QUALIFICATIONS		
a) Citizen of the state (elector)	17	12
b) Age (at least ....yrs. of age)	14	12
c) Sex (must be a male citizen)	1	1
d) Residence (at capital during term)	24	15
e) Professional attainments	3	2
E. DUTIES		
a) To be defined by law	55	30
b) Defined by this constitution	6	5
c) To be defined by state board	4	2
d) General supervision of public education	21	11
e) Member of executive department of state	23	17
f) Member of any board controlling education	2	2
g) Member or officer of state board of education	28	18
h) Makes report to governor (to be transmitted to legislature)	11	8
k) *Ex officio* state librarian	2	1
l) State historian	11	8
m) Establish cabinet of minerals and other natural products	1	0
n) Member of state board of land commissioners	5	5
o) To recommend to general assembly plans for complete system of schools	4	0
p) Member of board of regents of state university	1	1
q) Chief administrative officer of the state board	2	2
r) Member of reform-school commission	1	1

STATES IN WHICH THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION HAS NEVER BEEN A CONSTITUTIONAL OFFICER:

Connecticut	New Hampshire
Delaware	New Jersey
Maine	Rhode Island
Massachusetts	Tennessee
Minnesota	Vermont

STATES IN WHICH THE OFFICE WAS ONCE A CONSTITUTIONAL OFFICE BUT IS NOT NOW:

Iowa — not since 1857
Maryland — not since 1867
Texas — not since 1876

SIGNIFICANT CHANGES:

1. Shifts from appointment to election.

	Appointive	*Elective*
Michigan	1835	1850
Louisiana	1845	1852
Texas	1866	1868
Florida	1868	1885
Georgia	1868	1896 (by legislature)

2. Shifts from election to appointment.

	Elective	*Appointive*
Virginia	1902	1928
New Mexico	1911	1930

3. Shifts from four-year term to two-year term.

	4-yr. term	*2-yr. term*
Georgia	1868	1877
Wisconsin	1848	1902
New Mexico	1911	1914

4. Shifts to a longer term.

	2-yr term	*3-yr. term*	*4-yr. term*
Alabama	1867		1901
California	....	1849	1862
Louisiana	1852		1864
West Virginia	1863		1872
Nebraska	1875		1920
South Carolina	1895		1926

5. Removal of Constitutional limitation on salary. Michigan, 1908; New Mexico, 1914; Nebraska, 1920.

TABLE VIII - STATE SUPERINTENDENT, - PART 2.
CHRONOLOGICAL LISTING OF IMPORTANT CONSTITUTIONAL SPECIFICATIONS
(For citations see part three of this table)

STATES and DATES of CONSTITUTIONS	A Appointed	B Elected	C Maximum salary set by constitution; (1) until changed by legislature	D Four year term	E Two Year term	F Qualifications of a voter	G Professional Attainments	H Member State Board of Education	K General Supervision Duties to be Prescribed by law	M To recommend to legislature plan for state system	N
1835 - Mich.	x				x				x		
1845 - La.	x				x	x			x		
1846 - Iowa		x	x		x	x		x	x		
1848 - Wisc.		x	x		x				x		
1849 - Calif.		x							x		
1850 - Ky.		x		x					x		
- Mich.		x	x		x	x		x	x		
1851 - Ind.		x			x				x		
1852 - La.		x			x	x			x		
1857 - Ore.		x							x		
1858 - Kans.		x			x				x		
1859 - Kans.		x			x			x	x		
1863 - W.Va.		x			x				x		
1864 - La.		x	x(1)	x		x			x		
- Md.	x		x	x				x	x	x	
- Nev.		x	x(1)		x				x		
1865 - Mo.		x		x		x		x	x		
1866 - Texas	x			x				x	x		
1867 - Ala.		x			x	x		x	x		
1868 - Ark.		x		x					x		
- Fla.	x		x	x					x		
- Ga.	x			x		x					
- La.		x	x		x			x	x		
- Miss.		x		x		x		x	x	x	
- N.Car.		x		x				x	x		
- S.Car.		x						x	x		
- Texas		x	x	x					x	x	
1870 - Ill.		x		x		x		x	x		
- Va.		x		x				x	x		x
1872 - W.Va.		x		x		x			x		
1873 - Pa.	x			x							
1874 - Ark.		x	x						x		
1875 - Ala.		x							x		
- Wo.		x		x		x		x			
- Neb.		x	x		x						
1876 - Colo.		x			x	x		x	x		
- N.Car.		x		x					x		
1877 - Ga.	x		x		x	x					
1879 - Calif.		x	x	x				x			
- La.		x	x	x		x			x		
1885 - Fla.		x	x(1)	x				x	x		
1889 - Idaho		x	x		x	x		x	x		
- Mont.		x	x(1)	x		x					
1889 - N.Dak.		x	x(1)		x				x		
- S.Dak.		x	x		x	x			x		
- Wash.		x	x	x		x			x		
- Wyo.		x	x(1)	x		x			x		
1890 - Ky.		x	x	x		x		x			
1895 - Utah		x	x	x		x		x	x		
1898 - La.		x	x	x							
1901 - Ala.		x		x		x			x		
1902 - Va.		x		x		x	x	x			
1907 - Okla.		x	x(1)	x		x		x			
1908 - Mich.		x			x			x	x		
1910 - Ariz.		x	x(1)		x	x		x			
1911 - N.Mex.		x	x(1)	x		x	x				
1912 - Ohio	x			x					x		
1913 - La.		x	x	x				x	x		
(1914 - N.Mex)					x						
1920 - Neb.		x	x(1)	x		x		x	x		
1921 - La.		x	x	x				x	x		
(1925 - N.Y.)	x						x				
1928 - Va.	x			x		x	x		x		
(1930 - N.Mex)	x							x			

(See Part 3 of Table VIII on Page 18)

[1]Director of the Bureau of School Administration and Finance, Department of Public Instruction, Harrisburg, Pa.

[2]Edwards, I. Newton, *Constitutional Basis of Public Education Administration, 1776–1917*. Ph.D. Thesis. University of Chicago, 1923. p. 75.

[3]Table VIII.

[4]New Mexico, 12:6 (1929); New York, 5:4 (1925); Virginia, 131 (1928).

TABLE VIII—PART 3. THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

(See Page 17 for Parts 1 and 2)

TABLE VIII - THE STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Part 3 - (Summary of these provisions and key to the symbols used given in Part 1 of this table)

Constitution	A Selection	B Compensation	C Tenure	D Qualifications	E Duties
Alabama			5:2		
1867	11:2 c	11:2 a	11:2 b	11:2 ad	11:2 acdg
1875	12:7 d	12:7 a	12:7 f		5:1,12:7ade
1901	114 c	118 ad	116acd	132 abd	112;137 ade
Arizona					
1910	5:1 c	5:13 bkn	5:1'b	5:2 ab	5:1,9 befg
Arkansas					
1868	6:1 c	9:2 a	6:1 ac		6:1;9:2 ade
(1) 1874	14:4 d	19:25 bg	14:4 f		14:4 a
California					
1849	9:1 d	9:1 a	9:1 c		9:1 a
1879	9:2 a (2)	9:2 bk	9:2 a(2)		9:7 g
Colorado					9:1 b aeg
1876	4:3 c	4:19 ad	4:1 b	4:4 abd	4:1,8,20 hk
Florida					9:3a;6:17 e
(3) 1868	6:17 a	17:4,6 bkc	9:3 ac		6:7 bdkln
(3) 1885	4:20 c	4:29 bkn	12:12ac		4:25;12:2 ade
Georgia					
1868	6:2 a	6:2 a	6:2 a	6:2 d	
(4) 1877	8:2:1 a	8:2:1 b	8:2:1bc	8:2:1 d	
Idaho		(5)			4:1,8 abeh
1889	4:2 c	4:19 bcfg	4:1 b	4:3 abd	9:2,7 dgn
Illinois					
1870	5:3 c	5:23 ade	5:1 ac	5:1 d	5:1,21 aegh
Indiana					
1851	8:8 d	8:8 a	8:8 b		8:8 a
Iowa					
1846	9:1 d	9:1 a	9:1 g		9:1 a
1857	.....	.....	.....	.....	.....
Kansas					
1858	7:8 c	7:8 a	7:8 b		7:8 a
1859	1:1 c	1:15 ad	1:1 bc		1:1,16 eh
					6:1,9 adn
Kentucky					
1850	11:2 c	11:2 a	11:2 a		11:2 a
1890	91 c	246 b	91,93acd	91 abd	91,93 ag
Louisiana					
1845	133 a	133 a	133 bc	95 d	133 a
(4) 1852	135 cd	135 a	135 bc	96 d	135 a
(4) 1864	140 cd	140 cn	140 ac	98 d	140 a
1868	137 cd	137 bkc	137 ac	105 d	137 ad
1879	225 c	169g;225bkm	225 ac	195 a	225 a
1898	249 c	180g;249bkm	249 ac		249 a
1913	249 c	180g;249bk	249 ac		249 a
1921	12:5 c	19:10e;12:5bkn	12:5ac		12:4,5 ag

TABLE VIII- STATE SUPERINTENDENT, Part 3 Continued

Constitution	A Selection	B Compensation	C Tenure	D Qualifications	E Duties
Maryland					
1864	8:1 a	8:1 bkf	8:1 ac		8:1 ago
1867	.....	.....	.....	.....	.....
Michigan					
1835	10:1 a		10:1 b		10:1 a
1850	8:1 c	9:1 bkle	8:1 b	8:1 d	8:1a;9:1,5dg
1908	11:2 c	11:2 a	12:2 bc		11:2 adfg
Mississippi					
1868	8:2 c	8:2 a	8:2 ac	8:2 abd	8:2,3 adeg
1890	202 c	202 a	202 ac	202 ab	202 adg
Missouri					
1863	(6)	.....	.....	.....	.....
1865	9:3 c	9:3 a	9:3 a	9:3 abd	9:3 ag
1875	5:2 c	5:24 ade	5:2 ac	5:2,19 abcd	11:4;5:1 aeg
Montana					
1889	7:2 c	7:4 bkcdn	7:1 ac	7:3 abd	7:1 abeg
Nebraska					
1875	5:1 c	5:24 bkg	5:1 bc		5:1,22 eh
1920	4:1 c	17:3 abkn	4:1 ac	4:1 d	4:1 aeg
Nevada					
1864	11:1 cd	17:5 bkcen	11:1 bc		11:1,7 ap
New Mexico	5:1 c	5:12 bkcen	5:1ad(7)	5:1,3 abde	5:1 e
(8) 1911	12:6 a	12:6 a	12:6 a	12:6 ae	12:6 cgq
New York					
(9) 1894	5:4 b (3)		5:4 a		5:4 g
N. Carolina					9:1,7,13 aeh
1868	3:1 c	3:15 ade	3:1 ac		9:8 g
1876	3:1 c	3:15 ade	3:1 ac		9:1,7,13 aeh
					9:8 g
N. Dakota					156 n
1889	3:82 c	3:84 bkdn	3:82 bc	3:82 abd	3:83 a
Ohio					
1912	6:4 a		6:4 a		6:4 ae
Oklahoma					6:1,32 aben
1907	6:1 c	6:34 ade	6:4 a	6:3 ab	13:5 g
		3:15 bkn			
Oregon					
(10) 1857	8:1 d	8:1 a			8:1 a
Pennsylvania					
1873	4:8 a		4:8 a		4:1,20 ae
S. Carolina			(11)		
1868	10:1 c	10:1 a	10:1 f		10:1,2 ag
1895	4:24 c	4:24 ad	4:24 bc		11:1,2;4:24
			(12)		ag
S. Dakota					
1889	4:12 c	21:2 bkdc	4:12 b	4:12 d	4:13 a
Texas					
1866	10:10 a	10:10 afk	10:10 a		10:10 adg
1868	9:2 cd	9:2 bkg	9:2 a		4:1,7 eh
					9:3 adho
1876	.....	.....	.....	.....	.....
Utah					10:8;7:1,3,
1895	7:2 c	7:20 bkcde	7:1 a	7:3 ad	5,15acdeghr
Virginia					
1870	8:1 e	8:12 a	8:1 a		8:1,2 dgo
1902	131 c	83 ad	33, 131	32 a	130 g
			ac	131 a	131 c
1928	131a(13)	131 a	131 a	131 c	131 a
Washington					
1889	3:1 c	3:22 bk	3:3 ac	3:24 d	3:1,5,22adeh
W.Virginia					
1863	10:3 d	10:3 a	10:3 b		10:3 a
1872	7:1,2cd	12:2m(14)			7:1 aeh
		7:19 ade	7:1 a	7:1 d	12:2 d
Wisconsin			(15)		
1848	10:1 d	10:1 ab	10:1 f		10:1 ad
Wyoming					
1889	4:11 c	4:13 bdkn	4:11 ac	4:11 b	7:13,14adn

Footnotes: Refer to bracketed numerals (1), (2), (3) etc., above.

(1) State superintendent not specifically named.

(2) Same as provided in amendment of 1862.

(3) Called "State School Commissioner."

(4) General assembly may abolish the office.

(5) Amended, 1928, making salary payable monthly.

(6) Ordinance "second" of the convention of 1861–1863 abolished office of state superintendent, which had been created by the legislature, and delegated the duties of the office to the secretary of state.

(7) Amended, 1914, making term two years. After two consecutive terms incumbent is ineligible for next two years.

(8) Amended, 1930. Now chosen by state board; experienced educator; secretary of state board.

(9) As provided by constitutional amendment in 1925.

(10) Governor to be *ex officio* state superintendent for the first five years after adoption of this constitution.

(11) By amendment, 1875, term made two years.

(12) By amendment, 1926, term made four years.

(13) After January 1, 1932, legislature may make the office elective, and may fix length of term.

(14) As amended, 1902, the salary is to be established by law.

(15) By amendment, in 1902, the term is made two years.

KEY TO SYMBOLS AND ABBREVIATIONS OF THIS TABLE:

Under each state is given, in chronological order, the date of each constitution containing any provision regarding state superintendent. The numerals in the columns A, B, etc., refer to article and section of the constitution; thus 7:2 means Art. VII, sec. 2. The meaning of each of the small letters "*a*." "*b*," etc., as used in these columns is clearly indicated in the next section of this table. For instance, in Column A, "*a*" means "Appointed by the governor"; in Column B, "*c*" means "Paid quarterly," etc.

TABLE IX - SPECIFICATIONS REGARDING THE STATE BOARD OF PUBLIC INSTRUCTION

Part 3 - Citations (Summary of these provisions and key to the symbols used here are given in the footnotes and in Part 1 of this table)

CONSTITUTIONS	Personnel A	Number Members B	Organization C	Term of Office D	Selection E	Qualifications F	Powers & Duties G
Alabama							11:1,5-10
1867	11:1 aem	11:1 km	11:2,3ah	11:3 bh	11:1-4ac		cdqu
1875							
Arizona	11:3						
1910	agfchij	11:3 dr	11:4 b		11:3 ab	11:3 c	11:2,3ag
Calif.	fr (1)						
1879	9:7 aek	9:7 ar			9:7 a		9:7efhkv
Colo.							
1876	9:1 abz	9:1 a	9:1 a		9:1 a		9:1,9abz
Florida							
1868	9:9 abn	9:9 a	9:9 a		9:9 a		9:9 a
1885	14:3abcde	14:3 c	14:3 be		14:3 a		14:3 bgx
Idaho	(2)	(2)	(8)		(8)		(2)
1889	9:2 abc	9:2 a	9:2 a		9:2 a		9:2 dabz
Iowa	men (3)		9,1:1,3	(5)	9,1:1,3		9,1:1,6,
1857	9,1:1,9	9,1:1kq	deh	9,1:1b	ac	9,1:1ab	10cdopy
Kansas							
1859	6:9 abc	6:9 a	6:9 n		6:9 a		6:9 b
Louisiana							
1898	250 k				250 d		250 a
1913	250 k				250 d		250 a
1921	12:4 no	12:4 g	12:5 bh	12:4de b	12:4 bc	12:4 c	12:4-7 aegr
Maryland							
1864	8:2aqsw	8:2 b			8:2 a		8:2,3as
1867							
Michigan							
1850	13:9 an	13:9 b	13:9 bh	13:9 c	13:9 ac		13:9 ai
1908	11:6 an	11:6 b	11:6 cbh	11:6 c	11:6 ac		11:6aix
Miss.							
1868	8:3 abc	8:3 b	8:3 m		8:3 a		8:3 bk
1890	805 abc	805 b	805 m		805 a		805 bk
Missouri							
1865	9:3 abc	9:3 a	9:3 a	9:3 b	9:3 a	9:3 ab	9:3 a
1875	11:4 abc	11:4 a	11:4 a		11:4 a		11:4 ag
Montana							11:4 b
1889	11:11abeg	11:11 g			11:11ab		11:11acr
Nebraska							
1875	8:1bcdeq	8:1 c			8:1 a		8:1 b
	7:13 ac	7:13 d	7:13 h	7:13c	7:13ab		7:13 ai
1920	7:1bcdes	7:1 c			7:1 a		7:1 b
N. Mex.	(4)	(4)	(4)	(4)	(4)	(4)	(4)
1911	12:6aejot	12:6 d			12:6 ab	12:6 c	12:6acgw
New York	(5)	(5)	(6)				(5)
1894	9:2 k	9:2 r					9:2 a
N.Car.	men		9:8,11				9:9,15
1868	9:7abcd	9:7 d	bck		9:7 a		cdin
1876	9:8abcdm	9:8 n	9:9,12bgk		9:8 a		9:10cdin
N.Dak.							
1889	156 abcep	156 c			156 a		156 ab
Oklahoma							
1907	13:5abe	13:5 b	13:5 a		13:5 a		13:5 ac
Oregon							
1857	8:5 cde	8:5 a			8:5 a		8:5 ab
S.Car.							
1868	10:8 an	10:8 g	10:8 a	10:8a	10:8 c		10:8 a
1895	11:8 ags	11:8 f	11:10a	11:8b	11:8 ab		11:8ijk
S. Dak.	8:4 jpq	8:4 ko			8:4 a		8:4b(7)
1889	14:3 o	14:3 f	14:3 h	14:3e	14:3 b		14:3 a
Tenn.							
1834	11:10 k			11:10k	11:10 d		11:10 b
1870							
Texas							
1866	10:10ade	10:10a			10:10 a		10:10abe
1876	7:8ade	7:8 a			7:8 a		7:8 bk
	(8)	(8)		(8)	(8)		(8)
Utah							
1895	10:8 ak	10:8 a			10:8 d		10:8,9am
Virginia							8:2,5
1870	8:2abe	8:2 a			8:2 a		abgqr
1902	130 abe	130 d	131 a	130 b	130 ao	130 c	132 bdo
	hjn						cuf
1928	130 o	130 d	130 h	130 b	130 b		128 abc
							dest
W. Va.							
1872	12:4adqy	12:4 b			12:4 a		13:4 ab
Wisconsin							
1848	10:7 bcd	10:7 a	10:7 n		10:7 a		10:7 b
Wyoming							
1889	7:13acde	7:13 b			7:13 a		7:13 ab

TABLE IX—PART 1 (See Part 2 on Page 19)

Footnotes — These notes refer to bracketed numerals (1), (2), etc., in columns A, B, etc., above.

(1) By amendment to 9:7, in 1894, the President of the University of California and the Professors of Pedagogy therein are added to the state board.

(2) By amendment to 9:2, in 1912, the membership, powers, and duties of the board are to be prescribed by law. The State Superintendent is to be member *ex officio*.

(3) By 9,1:15 power was reserved to the general assembly to abolish or reorganize the board at any time after 1863 and provide for the educational interests of the state in any other manner.

(4) By amendment to 12:6, in 1930, provisions were made for a State Board consisting of 5 members to b appointed by the governor for 6-yr. terms (terms expiring at such times as to make the board a continuing organization). The board shall have the powers formerly vested in the state board and the state superintendent. Chooses its own chairman annually. Appoints experienced educator as State Superintendent. State Superintendent is executive secretary to the board.

(5) This board was first created, by statute, in 1784 with collegiate and academic oversight of King's College (now Columbia University). In 1904 the board was reorganized and made into a real state board of education with supervisory control of both elementary, secondary, and higher schools.

(6) By amendment to 5:4, in 1925, the Regents of the University of New York shall appoint, and at pleasure remove, the State Commissioner of Education, to be the chief administrative officer of the board.

(7) By amendment to 14:3, in 1896, all educational institutions sustained either wholly or in part by the state shall be under control of a board of five members appointed by the governor and confirmed by the senate. The legislature may increase the number of members to nine.

(8) By amendment to 7:8, in 1928, the legislature shall provide by law for a state board of education, to be appointed or elected in such manner and by such authority, for such term (not to exceed six years) as the legislature shall prescribe. Said board shall perform such duties as prescribed by law.

Table IX. *Specifications* Regarding the State Board of Public Instruction

Part 1. *Summary of the Specifications (Continued)*

Column Title Part 3	Number of Constitutions Containing this Provision Grand Total	Still in Force
C. ORGANIZATION OF THE BOARD		
a) State Superintendent shall be president	9	4
b) State Superintendent shall be secretary	10	8
c) Governor shall be president	4	3
d) Lieutenant-governor shall be president	1	1
e) Executive Secretary to be chosen by board	3	3
f) Board shall choose its own chairman	1	1
h) Terms of members shall not all expire at same time; a continuing board	9	7
k) A majority of the board constitutes quorum	2	1
m) State Superintendent and one other a quorum	2	1
n) Any two members may act as a quorum	2	2
D. TERM OF OFFICE		
a) Two-year terms	1	0
b) Four-year terms	6	3
c) Six-year terms	6	5
d) Eight-year terms (for those elected) (de)	1	1
h) And until successors chosen and qualified	1	0
k) Such term as legislature deems proper	3	2
E. METHOD OF SELECTING		
a) *Ex officio*	34	24
b) Appointed by the governor	9	9
c) Elected by the people	6	3
d) As provided by law	6	3
e) Elected by the senate	1	0
F. QUALIFICATIONS		
a) Citizen of state prescribed number of years	2	1
b) Age (at least ....years of age)	2	1
c) Experienced educators (appointive members)	4	3
G. POWERS AND DUTIES		
a) As prescribed by law	28	20
b) Control of state school (lands and) funds	18	12
c) Supervision of the common schools	17	14
d) Make rules and regu'ations with force of law (subject to repeal by legislature)	6	2

Column Title Part 3	Number of Constitutions Containing this Provision Grand Total	Still in Force
e) Provide, compile, and adopt a uniform series of textbooks for elementary schools	4	2
f) May cause textbooks to be printed by state	1	1
g) Free books for pupils if printed by state	1	1
h) Change adopted texts not oftener than 4 yrs.	1	1
i) General supervision of state normal schools	3	2
j) Shall elect trustees for the university	2	1
k) Perform other duties prescribed by law	5	4
l) Award all scholarships	1	1
m) Shall *not* have power to prescribe textbooks	1	1
n) Divide the state into appropriate school districts	2	1
o) Appoint a secretary as executive officer of the board	3	2
p) No power to levy taxes or make appropriations of money	1	1
q) Shall provide for a system of common schools	1	0
r) Prescribe qualifications and provide for certification of teachers	2	2
s) Appoint county superintendents	2	0
t) Submit to county authorities a list of those eligible for county superintendency	1	1
u) Management of all educational institutions of the state	7	5
v) Textbooks shall be distributed by the board and sold at cost price	1	1
w) Power to remove any subordinate school officer for cause	2	2
x) Such supervision of higher education as may be provided by law	7	6
y) Publish and distribute a journal of their proceedings	1	1
z) Appoint in each county the number of school commissioners designated by State Superintendent	1	0
#) Appoint a board of five directors for the state library	1	0

(See Part 2 of Table IX on Page 19)

basis of merit, administrative ability, and professional preparation."[5]

2. The State Board of Education

Twenty-six constitutions set up provisions regarding a state board of public instruction, or some state commission entrusted with the lands and funds of the common schools. These provisions cover such matters as number of members, method of selection, qualifications, and their powers and duties.

a) *Membership of State Boards* (B, Table IX). The membership of the state boards is

[5]Constitution of Virginia, 131.

TABLE IX - SPECIFICATIONS REGARDING THE STATE BOARD OF PUBLIC INSTRUCTION
Part 2 - Chronological Listing of Major Provisions

DATES AND CONSTITUTIONS	MEMBERSHIP: State Superintendent of Schools (A)	Attorney-General (B)	Secretary of State (C)	State Treasurer (D)	Governor (E)	Educators other than A (F)	Lay Members other than B,C,D,E (G)	Number of Members - Three (H)	Number of Members - Four (I)	Number of Members - Five or more (J)	State Supt. is Pres. or Sec'y. (K)	Gov. or Lieut-Gov. is President (L)	Board a Continuing Body (M)	State Supt. and one other member constitute a quorum (N)	Members serve two year terms (O)	Members serve four year terms (P)	Terms longer than four years (Q)	Membership ex-officio (R)	Members elected by the people (S)	Members appointed by governor (T)	Professional qualifications required for appointive members (U)	Control of school lands and funds (V)	Make rules with force of law (W)	Supervision of common schools (X)	Control over subordinate officers (Y)	Supervision of higher education (Z)	Power to alter districts (#)	Control of Textbooks (©)
1834 - Tennessee																											
1848 - Wisconsin		X	X	X				X										X				X					
1850 - Michigan	X						X		X		X		X				X	X	X						X		
1857 - Iowa					X		X			X		X	X			X		X	X				X	X			
Oregon			X	X	X			X										X				X					
1859 - Kansas	X	X	X					X										X				X					
1864 - Maryland	X				X		X		X									X							X		
1865 - Missouri	X	X	X					X			X					X		X									
1866 - Texas	X			X	X			X										X				X		X			
1867 - Alabama	X				X		X			X	X		X					X	X				X	X		X	
1868 - Florida	X	X	X					X			X							X									
Miss.	X	X	X						X					X				X				X					
N. Car.	X	X	X	X	X		X			X	X	X						X					X	X		X	
S. Car.	X						X			X	X				X				X								X
1870 - Virginia	X	X			X			X										X				X			X	X	
1872 - W. Va.	X			X	X		X		X									X				X					
1875 - Missouri	X	X	X					X			X							X						X			
Nebraska		X	X	X	X		X			X								X				X					
1876 - Colorado	X	X	X					X			X							X				X		X			
N. Car.	X	X	X	X	X		X			X	X	X						X					X	X		X	
Texas	X			X	X			X										X				X					
1879 - Calif.	X				X	X		X										X									X
1885 - Florida	X	X	X	X	X					X	X	X						X				X			X	X	
1889 - Idaho	X	X	X					X			X							X				X		X			
Montana	X	X			X					X								X		X		X		X		X	
N. Dak.	X	X	X		X		X			X								X				X					
S. Dak.						X	X			X			X					X		X		X				X	
Wyoming	X		X	X	X				X									X				X					
1890 - Miss.	X	X	X						X					X				X				X					
1894 - New York										X														X		X	
(1894) Calif.						X																					
1895 - S. Car.	X				X					X	X	X				X		X		X				X			
Utah	X							X																X			
(1896) S. Dak.										X										X				X	X		
1898 - Louisiana																								X			
1902 - Virginia	X	X			X	X	X			X	X					X		X			X	X	X		X	X	X
1907 - Oklahoma	X	X	X		X				X		X							X						X			
1908 - Michigan	X						X		X		X		X				X	X	X						X		
1910 - Arizona	X				X	X				X	X							X		X	X			X			
1911 - New Mexico	X				X	X				X								X		X	X			X	X	X	
(1912) Idaho	X																										
1913 - Louisiana																								X			
1920 - Nebraska	X	X	X	X	X		X			X			X				X	X		X		X			X		
1921 - Louisiana						X	X			X	X		X			X			X	X	X			X		X		
(1925) New York	X										X																
(1928) Texas																	X									X	X
1928 - Virginia										X			X			X				X		X	X	X	X		
(1930) New Mexico	X									X	X		X				X							X	X	X	

Note: Dates in parentheses are dates of adoption of amendment instead of a constitution.

Documentation — Complete documentation for these provisions will be found in Part 3 of this table, under the following captions:

Part 2. CHRONOLOGICAL LISTING, Continued

Column in Part 2	*Provision*	*Captions in Part 3*
	Membership	
A.	State Superintendent of Schools	A — a
B.	Attorney-General	A — b
C.	Secretary of State	A — c
D.	State Treasurer	A — d
E.	Governor of the State	A — e
F.	Educators, other than State Superintendent	A — f,g,h,i,j,r,t
G.	Lay Members, other than B,C,D,E	A — m,n,p,q,s,u
	Number of Members	
H.	Three members	B — a
I.	Four members	B — b
J.	Five members or more	B — c,d,e,f,g h, m,n,o,q
	Organization of the Board	
K.	State Superintendent is president or secretary	C — a,b
L.	Governor or Lieut.-Governor is president	C — c,d
M.	Board organized as a continuing body	C — h
N.	State Superintendent and one other a quorum	C — m
	Tenure of Office	
O.	Members serve two-year terms	D — a
P.	Members serve four-year terms	D — b
Q.	Members chosen for terms longer than 4 years	D — c,d
	Manner of Selecting Members	
R.	Members are *ex officio*	E — a
S.	Members elected by the people	E — c
T.	Members appointed by the governor	E — b
	Qualifications of Membership	
U.	Professional qualifications required	F — c
	Powers and Duties of the Board	
V.	Control of school lands and funds	G — b
W.	Make rules with force of law	G — d,y
X.	Supervision of the common schools	G — c,q,r u
Y.	Control over subordinate school officers	G — s,t,w.z
Z.	General supervision of higher education	G — i,j,u,x
#.	Power to alter or combine districts	G — n
©.	Control over textbooks	G — e,f,g,h,v

drawn from a wide variety of fields, 17 in all. The most frequently mentioned members are the state superintendent of public instruction, 13; and the governor of the state, 12 times; the attorney-general, 11; and the secretary of state, 12 times; the state treasurer, 6 times; members appointed by the governor, 5 times. Others mentioned are state auditor, state land commissioner, lieutenant-governor, county superintendents, high-school principals, principals of state normal schools, and president of the state university. Mention is also made of members to be elected and of members to be prescribed by law.

b) *Number of Members* (C, Table IX). In 18 constitutions, the number of members of the state board is specified. The number ranges from 3 to 13. Three and 5 are each specified in 4 constitutions. Four are specified in 3 constitutions; 7 members in 2; 11 members in two; 8, 9, and 13 members being specified once each.

c) *Term of Office* (D, Table IX). The length of the term of office for members of the state board is limited by 14 constitutions. The term ranges from 2 to 8 years with 4 years as the most frequently mentioned (8 times), and 2 years the limit in 4 instances. New Mexico provides 6 years as the term limit, and Louisiana provides that the 8 elective members shall be chosen for 8-year terms while the 3 appointed members shall be chosen for 4-year terms.

d) *Manner of Selection* (E, Table IX). The most common method of choosing the members of the state board is through *ex officio* membership, which prevails under the provisions of fourteen constitutions. In three states they are to be appointed by the governor, with the requirement in Virginia that the appointment shall be approved by the general assembly. In Michigan, all the members are to be elected, while in Iowa and Louisiana, some of the members are to be elected, and in Arizona, Montana, and South Carolina, a part of the membership is *ex officio* and the remainder appointed by the governor. Only five constitutions specify that it shall be left to the legislature to determine the manner of choosing.

e) *Qualifications* (F, Table IX). Only three constitutions make any mention of the qualifications for membership on the state board. These states are Iowa, Louisiana, and Missouri. The constitutions of Iowa and Missouri specify that the members shall be citizens of the state. The Iowa constitution further requires a minimum age of 25 years. The Louisiana constitution provides that the appointive members shall be experienced educators.

(To be continued)

MENTAL AGE AND SUCCESS IN SCHOOL

Thomas E. Rush[1]

In examining individual failures for causes in order that remedies can be applied, we have become aware of some which are common to most failures. When such is the case, these causes can be removed by generally applied remedies and our attentions given more completely to cases needing individual treatment.

The examination of causes for failure in reading, particularly in grades 1 and 2, has brought admission requirements to grade 1 under suspicion. Today most schools state their requirements to this grade in terms of chronological age only. They generally state that a child must have reached a given age in years and months by a particular date, before he can enter school. To be sure, there are modifying factors stated in the requirements, but the emphasis is on chronological age.

If all children began life with equal equipment and matured with equal rates, such requirements might well suffice. We could then discover the approximate chronological age children are ready to begin regular schoolwork and set the entrance age at that level.

When it is acknowledged, however, that children begin life with unequal equipment and mature at differing rates, the present basis of entrance to grade one as now operated must be questioned. Perhaps, other factors play as large a part in determining a child's success in school as does chronological age.

Determining Success in School

It is no longer only a conviction that mental age is one of the principal factors in determining a child's success in school. Observation and authoritative opinion indicate that a mental age of approximately six years is necessary for beginning reading. Success in reading is necessary for success in other branches of schoolwork.

These observations led us in Belmont to examine failures in schools in relation to mental ages. The first report on this subject for our schools was made by the school psychologist, Eleanor H. Hayes, to the superintendent, Frank A. Scott, in 1931. Evidence since that date has only substantiated the original findings.

As an example of later evidence, the following is significant. This year the writer examined the present and past records of the pupils now enrolled in the Mary Lee Burbank School. It was found that of the 490 pupils, 88 at some time had failed in and repeated at least one grade. The failures represented by grades were:

Grade 1	47	Grades 2 and 4	1
Grade 2	36	Grades 3 and 4	1
Grades 1 and 2	8	Grade 5	1
Grade 3	14	Grades 1, 2, and 5	1
Grades 1 and 3	4	Grades 1. 4, and 5	1
Grades 2 and 3	2	Grade 6	0
Grade 4	3		

Of those who had failed, 74 had begun grade one with a mental age below six years, 10 had begun with a mental age at or about six years, and four had no mental age recorded on the records; 36 had begun grade 1 with a chronological age of 6 or above, 52 had begun with a chronological age below six years.

The above findings are helpful in finding answers

[1]Principal, Mary Lee Burbank School, Belmont, Mass.

(Concluded on Page 78)

How the Superintendent May Make His *Tenure Permanent*

L. A. Zeliff[1]

The tenure of a superintendent or principal is to a varying degree uncertain. Many potential sources of trouble are found in any community. Administrative problems are to a large extent similar in most towns and cities, and the executive officer of the school must always be alert for rumblings of discontent caused by faulty administration. Most communities have at least a few troublesome patrons who hold warped ideas of an administrator's problems. The superintendent may well remember that the executive officer in any business or institution is always the target for "the slings and arrows of outrageous fortune." The experienced executive knows these ominous and various sources of trouble and skillfully avoids them. However, there are men who in retrospect apprehend poor administration after it is too late. For the frustrated superintendent or principal there is no more poignant feeling of chagrin and defeat than to realize that better executive judgment might have been employed. There are men who stay in the same locality year after year, and each year seems to make them stronger and more deeply intrenched in the life of the community, and others after a few years find a move necessary.

The man who wants to hold his job can do so if he will practice some of the fundamental principles of successful administration and human behavior. By using hard common sense interspersed with a little human kindness, and by exerting a little ingenuity, everything else being equal, a man may stay indefinitely in his job.

Study Successful Executives

It is important to study successful superintendents. When a man can stay ten or more years in any community his technique is worth studying, and men of less experience and training might well become acquainted with his methods of handling people, his plan of school organization, and his methods of handling difficult situations. It does not necessarily follow that because a man has been in a place many years, that he is not progressive. Toil, unselfishness, and discipline are usually the basis of success of the superintendent who has built a school system that is the envy of his critical brothers.

What are some outstanding factors that make a successful superintendent? It will be found that he has his school running smoothly and the school board and community looking to him for guidance. Little is undertaken unless it has his approval. As a background he has at least one degree from a graduate school of education and has several years of experience. He likes people and is interested in the welfare and problems of his pupils and teachers. He enjoys the confidence and respect of his community. His home life is an example of honor, connubial bliss, and kindness. He is a gentleman in every sense of that word, slow to anger, good-natured but firm, and personally likable. He shies away from community differences of every kind and makes a practice of not making any more enemies than necessary. He knows that his enemies will continue to live in the same locality with him, and they are sometimes a recrudescent source of irritation and embarrassment. He knows that no tactful superintendent or principal will force his ideas of politics, economics, religion, or other controversial subjects on his community or school. He knows that all do not see these matters alike. He may often feel the necessity of augmenting his salary, but he will not enter into a competing line of business while he is connected with the school, for he knows that this is not using good judgment.

[1]Superintendent of Schools, Stanberry, Mo.

Knowing the School-Board Members

School-board members usually represent a cross section of the better elements of community population, and the superintendent keeps the obvious fact in mind that the board is legally the supreme authority in the school district. The United States has not to date discovered any better way of operating schools than by elected school-board members, and though professional schoolmen may often think the method is not perfect, yet the quality of the members is the controlling factor of efficiency.

No superintendent should take an active part in school-board elections where they are contested, unless he is revengeful and expects to move anyway. Experience has proved that he almost invariably loses. If you do not like a school-board member who is radical, haughty, boastful, domineering, irritating, insolent, vituperative, or fault-finding — tolerate him and he will usually gravitate to his rightful place. This man has usually made more pre-election promises than he can fulfill. If you want certain outstanding citizens on the board, it is perfectly ethical for you to ask competent men and women to offer themselves as candidates. Many would prefer to be asked, and if you do not care to do it, have your friends or an organization urge them to serve in this important capacity. Most communities weigh carefully the qualities of prospective school-board members. Good men and women are usually elected if any have offered themselves for the places. Usually after they have been members for a while, they will enjoy the work and find it fascinating.

Every superintendent knows that many serious problems present themselves to a school board, and it is his duty to keep as much petty quarreling, trials, and hearings as possible from his board. Busy men and women make the best school-board members, and the administrator must remember that they have vexatious, irritating, and unpleasant experiences in their own business or professions. If taking on the extra duties of school-board membership adds more of this type of experience, they will not manifest an eager desire for such public service. By skillful management a superintendent can keep much petty annoyance from his school-board members.

Make friends of your school-board members; you might like them. You must depend upon them for whatever objectives you may wish to attain, and remember that business and professional men achieve their living and well-being from their friends and not from their enemies. Their enemies do not patronize them in any capacity.

School-board friendships are often valuable even after the men have left the organization. There are many ways in which a superintendent may cultivate the friendship of his board members and not in the least lose his self-respect or his standing in the community. If his home conditions are right, he can entertain them and their families. In a small group there are excellent opportunities to know them and to learn their views and attitudes on school problems and even their weaknesses and prejudices. Few people will reject an invitation to a dinner and a pleasant evening in a cheerful and hospitable home. No apologies need be made here, because few great political or social movements have ever been launched without first being preceded by a tempting meal among like minds in happy and congenial surroundings. Remembrances and a kindly and genuine interest in their problems will cement a lasting link of friendship for you. To have a friend you must be one. Don't spoil an evening by talking about yourself and your bright children — listen to the other fellow. Egotistical boasting seems to be an obsession with some superintendents. Everyone likes a friendly, modest manner, courtesy, politeness, affability, and kindly consideration. Be patient, honest, and sincere, and if you differ with your school-board members — and many times you will — present the facts of your case in all sincerity and kindness, and remember that "the meek shall inherit the earth" and a "soft answer turneth away wrath."

You cannot expect your board to approve all your views on the questions at issue for you are not infallible. Generally, outside of strictly professional advice, the judgment of several people of affairs and experience is more nearly sound than that of one. If your views are right, time and experience will eventually bring approval. Your manner of taking defeat will enhance or detract from your standing with the school board.

Community Relationships

Exercise good judgment and common sense in all community relationships. You are the leader of the intellectual life and you are continually coming in contact with the intelligent leadership of your locality. Manifest an interest in things that tend for a more abundant life for all concerned, especially for your school. The numerous commercial and social organizations offer an excellent opportunity to

RECREATION AND THE SCHOOL

This recreational function of the school is not yet fully appreciated or admitted. It is an inevitable development, however, and its realization is only a matter of time. The school is the logical institution for public recreational service because it is the officially constituted agency authorized by society to set the standards for the guidance of youth. It is vitally in touch with every home. It is equipped with a plant which, with slight modifications, can be adapted to unlimited recreational uses — a plant that is otherwise largely unused in the average community after school hours and throughout the evening. At present it is used at about 50 per cent efficiency, hence it is a partial financial loss. Furthermore, it has an extensive educational curriculum which with slight modifications can provide all of the essential training for every kind of hobby. By adding to the teaching staff properly trained recreational leaders, it is possible to provide opportunity for the expressional participation in all of these hobbies, after having learned the performance techniques.

— Wm. R. La Porte.

become acquainted with your constituency, and many pleasant and valuable friendships can be formed by your associations in them. Don't try to head all of these organizations or groups, but offer to serve by laboring under the officers in authority. You head one important institution as superintendent; others may desire the honor of being president or chairman of the others.

Be a good public speaker — this is an invaluable asset. If you feel that you do not possess this gift, it can be surprisingly developed in a short time by some practical experience and study. Take advantage of every opportunity to speak in public, and there will be many — speak at any gathering that affords an opportunity. You will soon learn that people like to see and hear you because you represent the intelligentsia of the community. Be familiar with all that is of current interest in the world, and by wide reading you will have no trouble in making yourself an integral part of any village, town, or city.

Avoid Harassing Detail

The wise superintendent or principal will avoid unnecessary detail work in all its forms. Have clerks do this work if possible, but if you do not have them, it will be surprising how much of it can be efficiently done by competent pupils and teachers. Even in the smallest towns school boards employ a good stenographer as clerk of the board, and often at the suggestion of the superintendent this person can be put on for full time during the school year in the principal's office. School boards need to be educated here because a clerk can release the executive of the school for more important tasks. It is a sign of poor administration when the executives have too much detail work to do. You cannot mark and sell books or other merchandise in the bookstore, assign lockers, direct pupils to homerooms, and take care of myriad details and not lose your composure and good judgment. You can have others do this work more efficiently.

Be a Good Organizer

The superintendent should be an expert in organization. Many ills that beset an administrator can be avoided by a well-thought-out plan of organization for his school. Check your principal's high-school schedule of recitations and see that your grade teachers have good programs. The smooth operation of a high school depends to a large extent upon a scientifically constructed schedule of recitations.

Study the problems of discipline and keep pupils and teachers busy. See that the schedule keeps as many classes going as possible during each period and avoid large study halls and homerooms. See that the social life of the pupils is taken care of. Many have no social life except that provided by the school. If there are too many class periods during the school day, organize your school on less. Often a six- or seven-period day will solve a lot of disciplinary problems. Strive to keep your best teachers, for a school is no better than its staff. The noon hour and the playgrounds are frequent sources of trouble and disturbances, and they should be carefully supervised by competent teachers.

Build up a good professional library for yourself. Research in administration and organization has been wide and varied in recent years, and there are many good books on these subjects. If this does not help solve the problems at hand, seek advice, visit other school systems, and attend school meetings whenever possible. Not to know the best methods of child and financial accounting, tests and measurements, and other modern tools for scientific administration is a sign of staleness.

Watch Your Personal Habits

It should not be necessary to mention the superintendent's personal habits, but there are communities which are ashamed of their superintendents because of their slovenly personal appearance and habits. We do not realize how many people see us daily and critically appraise our personal appearance. A superintendent should dress meticulously, and though clothes do not make the man they help an executive to retain the respect of his community and also of himself. He should never lose sight of the value of a clean shave, regular bathing, and clean teeth. Clean, well-fitting clothes, absolute cleanliness, and refined personal habits are a necessary part of a superintendent's stock in trade.

Develop a firm, well-modulated voice. Speak kindly to those with whom you come in contact, and don't be stingy with gracious words of praise and encouragement. No superintendent ever erred in kindly utterances and encouraging remarks. Remember that the schools are for all the people, and try to make someone happy every day. Make your presence a ray of hope and inspiration for those under your authority. Take stock of yourself occasionally. Don't try to excuse your own mistakes, and if your school system is not running smoothly, look into a mirror for a possible cause of the knocks. Don't let adulation spoil your serene composure and dignity. Ask yourself occasionally if you would like to be a teacher or pupil in your own school system.

PAUL S. AMIDON
Superintendent of Schools
St. Paul, Minnesota

Mr. Paul S. Amidon, newly appointed superintendent of schools of St. Paul, Minn., was recently deputy commissioner of education for Minnesota.

Born in Houston County, Minnesota, in 1899, Mr. Amidon was educated in the public schools of Houston and Fillmore counties. Following his graduation from the Windom High School in 1918, he went to the University of Minnesota, where he was graduated with the bachelor's degree. After teaching in North Dakota rural schools for several years, he received the master's degree at Minnesota.

From 1924 to 1926, he was superintendent of schools in South Haven, Minn., and during the next five years he was superintendent of the Upsala Consolidated Schools. From 1931 to 1934 he was superintendent of schools in Litchfield, where he developed the largest nonresident high school in the state, with a flexible curriculum, emphasis on guidance and physical education and the social studies.

In 1934 he was appointed deputy state commissioner of education for Minnesota and was placed in charge of the supervision of educational programs, certification of teachers, and legal matters. In this office he was responsible for developing greater flexibility in standards, the equalization of opportunities for rural children, greater democracy in administrative procedures, and security for teachers. He is at present the youngest city superintendent in charge of the schools of a large city.

The *Evolution* of Tests and Examinations

A. E. Giddings[1]

The date of the origin of the examination is unknown. It is previous to written records. History tells us that as early as 2200 B.C., China had a system of tests to determine fitness for public office.

There have been five chronological periods of test development: (1) the period of the oral test; (2) the period of the essay test; (3) the period of no test; (4) the period of the standard test; (5) and the period of the new-type test. The five periods necessarily blend more or less, but they have developed quite chronologically in the order named. The period of "no test" has entirely passed, but the four types mentioned above are used side by side in practically every educational institution. It is the purpose of this article to show the cause of the evolution from one period to another, what new factors have been added to the test of each succeeding period, what features of the test of each period have been kept, and finally to point out the practices which are now considered superior in the matter of tests and examinations.

[1]Superintendent of Schools, Tawas, Michigan.

The Oral Test

The oral method of testing is undoubtedly the oldest of all forms. The Old Testament records that an oral examination was given the Ephraimites by the Gileadites at the passage of the Jordan in regard to the former's ability to pronounce the word *shibboleth*. The oral examination was evidently the only one used in the universities until the beginning of the eighteenth century. The first written examination of importance in the United States occurred in 1845, and this did much to cause the written form to supersede the oral form as a gauge of achievement in our country. The oral is now more used as a form of beginning instruction than as a form of measurement, and in many ways the skillful Socratic questioning by a teacher is of more importance than her final written examination. It does yet have a definite place in the intensive examination given a candidate for an advanced degree by a graduate committee in American universities.

The Essay Test

The essay test is the traditional written examination which has been used by teachers for generations. Although not as old as the oral, it was evidently used hundreds of years ago by the Chinese and was known to the Greeks and Romans. Cambridge was probably the first university to use the written examination in about 1702, and the form soon spread to other higher institutions of learning in England. It was quite prevalent in several countries of Europe in both schools and colleges before it was used to any extent in America.

While the written form of examination was used to a certain extent in the American schools and colleges previous to the day of Horace Mann, he is generally regarded as the pioneer in this movement in this country. As secretary of the state board of education of Massachusetts in 1837, he boldly advocated educational

reform, indirectly attacked the costly Boston schools, and compared them unfavorably with the schools of some of the countries of Europe. The grade schools of Boston of that time were formally inspected each year by a school committee, and this inspection included an oral examination given the pupils. As a result of Mann's attack, when the time arrived in 1845 for the annual inspection, the committee resolved to make the work more than a mere gesture. A subcommittee was appointed which made the inspection a real business, the chief change being that a series of printed questions was used. The report of the subcommittee, consisting of several thousand words, was printed in full in *The Common School Journal,* published by Mann, and comments at length were made concerning the superiority of this mode of testing. Caldwell and Courtis[2] thus summarize Mann's arguments for this superiority:

1. It is impartial.
2. It is just to the pupils.
3. It is more thorough than older forms of examinations.
4. It prevents the "officious interference" of the teacher.
5. It "determines, beyond appeal or gainsaying, whether the pupils have been faithfully and competently taught."
6. It takes away "all possibility of favoritism."
7. It makes the information obtained available to all.
8. It enables all to appraise the ease or difficulty of the questions.

Mann concludes: "But we presume, that since the present experiment has so clearly demonstrated the superiority of the written over the oral method of examination, no committee will ever venture to relapse into the former inadequate and uncertain practice."[3]

While future events proved Mann's presumption not to be literally true, the results of his work and of the Boston experiment of 1845 did much to hasten the general use of written examinations in the schools of America.

Period of "No Tests"

The writer does not mean to convey the idea that there was a period following the use of essay tests in which no tests were used any more than he means to convey the idea that no oral tests were used after the beginning of the use of the written ones. For several years, however, previous to the introduction of the standard tests, there was much sentiment against all examinations. Many schools used no formal tests, and teachers marked students from impressions of the daily work. In many educational institutions, the matter was handled by each instructor as he felt, and it often was not given serious consideration. During this period the writer had the experience of appearing with other students for a final examination at the close of the summer session of one of the largest colleges in Michigan. The examination was passed over entirely by the instructor when some of the students began asking questions concerning a part of the course in which he was much interested.

It was quite customary in grade and high school to exempt from final examination all who had ranked high in their daily work. Odell[4] gives some of the common objections to tests then current: (1) injured the health of the pupils; (2) the content not the same as the objectives of education; (3) often objectives in themselves; (4) encourage cheating and bluffing; (5) developed habits of careless use of English; (6) time could be more profitably used some other way; (7) the results of instruction not measurable; (8) and not necessary for a capable instructor. Dr. William McAndrew said in regard to this: "Hence from all considerations I conclude that the use of outside examinations to determine the fitness of the pupil is dishonest, unfair, immoral, and wicked."[5]

Although the faults of the examination were many in the eyes of its critics, the fact that their results were not evaluated the same by different instructors was undoubtedly the principal difficulty. The publication of the results of several investigations did much to cause doubt in the minds of many professional and lay people in regard to the fairness and accuracy of examinations in general. The investigations and the ensuing publications which probably had the most influence were those of Starch and Elliott. Copies were made of an examination paper in geometry, for example, and sent to more than a hundred schools in the North Central Association with the request that the head teacher of mathematics in each school mark the paper according to the standards of the school. Replies were received from 118 institutions, and the paper was ranked from 28 to 92 per cent.[6] A similar plan was followed in English and history with approximately similar results. Wood[7] reports that during the summer of 1920, a group of history professors were marking history papers in Columbia University, and one made out what he considered a model paper to guide him in his work. This paper became mixed with those of the students and so was marked by the rest of the faculty in the usual manner, and the marks varied from 40 to 90 per cent.

The Standard Test

The widespread criticism of the subjective results of tests did much to popularize the standardized objective test. This type of test is objective to the extent that the personal opinion of the examiner is practically eliminated from the scoring. It is standardized in regard to directions for its administration, and it is accompanied with norms provided by securing scores of large numbers of typical students for each test.

When the first standard tests appeared it was felt that here was a test in which all teachers would give the same score for the same answers. It was thought by many that this type would gradually develop into the only test used; that is, that it was the "panacea for all the ills of examinations." It was soon observed, however, that while the evils of the subjectivity of the essay test were eliminated, the standard type also had its limitations, particularly that it often did not meet local conditions. A test should parallel the actual teaching, and this often was impossible because of the difference in the point of view of the test and of the local course of study. If the teaching did parallel the test, its continued use in any subject often did much to maintain the *status quo;* that is, the test did not keep abreast with educational progress. An excellent present example of this fact is found in connection with a popular high-school political-science text. Because of the rapidly changing conditions in American government of the past several years, the author has found it necessary to revive the text each year. The standardized tests put out by the publishing company to accompany the text, however, still bears a 1930 copyright.

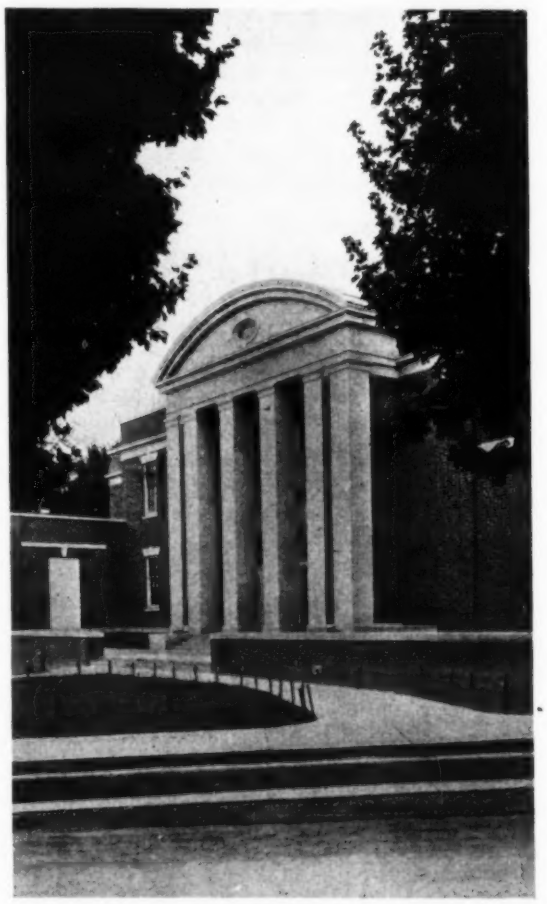
While the standard test has not proved to be a "cure all," there is no doubt that it has done much to bring back the examination into general use, and to greatly enlarge its purpose.

The fact that this test is objective has tended to strengthen the position of the friends of the examination. They point out that the examination has other educational functions than simply as a means of determining marks of promotion. Lang[8] lists these functions as follows: (1) testing retention of information; (2) determination of achievement status; (3) stimulation of daily work; (4) motivation of reviews; (5) provision of objective goals; (6) measurement of teaching efficiency; (7) improvement of teaching efficiency; (8) diagnosis of individual difficulties; (9) and cultivation of intellectual powers.

Considerable material opposed to the exemption of students from final examination appeared soon after the prominent advent of the standard test. Schutte,[9] in an excellent study made at the Oregon Normal School in 1925, concluded that a group expecting to take an examination at the close of the term made much more accomplishment than a similar group not expecting to take an examination. A committee of the faculty of the Literary College of the University of Michigan reported that one of the reasons for the failure of freshmen in that college was that the high school had not trained them to meet creditably the tests of written examinations.

While probably no authority would advise the use of the standard test to the exclusion of all others, it undoubtedly does have a definite place in modern education. Its place cannot well be taken, for example, in a school survey; that is, to determine the efficiency of the school organization and the remedial measures needed. It is necessary to have a standard by which to compare each school in a survey, and this standard can only be obtained by collecting data from many schools. Then, too, a test designed to diagnose individual difficulties, or to measure teaching efficiency, should have the refinement that is usually found only in a well-made standard test. It should be noted also that if a test contains the values which should be emphasized in the teaching of any subject that its

[2] Otis W. Caldwell and Stuart A. Courtis, *Then and Now in Education,* p. 37.
[3] *Op. cit.,* p. 244.
[4] C. W. Odell, *Traditional Examinations and New-Type Tests* (New York: The Century Book Company, 1928), pp. 10–11.
[5] Albert R. Lang, *Modern Methods in Written Examinations* (Boston: Houghton Mifflin Company, 1930), pp. 20–21.
[6] D. Starch and E. C. Elliott, "The Reliability of Grading High School Work in Mathematics," *School Review,* 21 (April, 1913), 254–259.
[7] Ben Wood, "The Measurement of College Work," *Educational Administration and Supervision,* 7 (September, 1921), 301–304.



NEW JUNIOR HIGH SCHOOL, SHIPPENSBURG, PENNSYLVANIA
This building, erected with the aid of a loan and a grant from the Public Works Administration, replaces a building destroyed ten years ago by fire. (*PWA Photograph.*)

[8] Albert R. Lang, *Modern Methods in Written Examinations* (Boston: Houghton Mifflin Company, 1930), p. 21.
[9] T. H. Schutte, "Is There Value in the Final Examination," *Journal of Educational Research,* 12 (October, 1925), 204–213.

occasional use tends to keep the instruction abreast of the times, just as a test which does not contain the correct values is likely to have a detrimental effect upon the teaching.

The New-Type Test

The failure of the standard test to meet local conditions has resulted in the development by the teachers themselves of the "new-type test" an informal, unstandardized, objective test for use in the classroom. This new test is a hybrid, as it has the objective features of the standard test and meets the curricula of each local school quite as well as the essay type.

It is not the purpose of the writer to discuss the current prejudices against the new-type test. Competent educational opinion at present quite generally concedes that it is deficient in the measurement of at least three factors; that is, ability to reason, written expression, and organization of subject matter. It cannot be denied, too, that if the only written work performed by a student in a course, as history for example, is the objective test, he has little opportunity of displaying or developing his ability in regard to the above factors. Most of high-school graduates, under such conditions, would be woefully lacking in these important historical abilities. Meyer[10] points out, too, that the type of preparation which a student uses before an essay examination leads to a better organization of material than the type of preparation for an objective test.

Experimental studies have shown several advantages of the new-type test when compared with the essay type. Some of these advantages are: (1) more rapport; (2) greater control by the teacher; (3) economy of scoring; and (4) higher reliability per unit of working time. The main advantage of the new-type test when compared with the standard type is higher validity.

The interest which is created on the part of the pupil by an examination is known as the rapport of the test. It has been the writer's experience that a large percentage of high-school students prefer the new-type test to the essay type. Recently, for example, out of a group of 89 high-school students, who were somewhat familiar with both types, 88 preferred the new-type, and one preferred the essay type. Klise[11] reports that 79 per cent in a class of 337 students in beginning psychology at Iowa State College thought the new-type to be the more fair, 18 per cent thought the same in regard to the essay type, and 3 per cent were undecided.

The new-type test is more easily controlled by the teacher than an essay type. In case the student is not well informed concerning the answer to an essay question, he may pretend to misunderstand and write in regard to something about which he has more information. A new-type question compels the student to respond directly to what the teacher considers important.

There is no doubt but that the scoring of a new-type test is much more economical of the teacher's time than is the essay type. If care is taken in the construction of an objective test, and a key prepared in advance, it may be scored from two to five times as quickly as an essay test of the same reliability.

The degree to which a test measures what it really does measure — not necessarily what it is supposed to measure — is known as reliability. This is undoubtedly the most important advantage of the new-type test over the essay type. Reliability is caused by two factors; that is, objectivity of scoring and extensiveness of sampling. It was the lack of objectivity of scoring that brought the essay test into disrepute, and caused the standard test to come into prominence. It is self-evident, too, that the objective test exceeds the essay type in the other factor of reliability, extensiveness of sampling. The answers to the latter type of test necessarily contain a large number of words which are useful from the grammatical standpoint, but which are of no use to an examination which is regarded simply as a measuring instrument. The time wasted on these words in an essay test permits the student to cover from five to 20 times as much material in a new-type test in the same length of time.

As mentioned above, validity is the main advantage of the new-type test over the standard test. Validity is the degree to which a test parallels classroom procedure. The teacher is quite naturally able to compose an objective test of her own which has this quality to a greater degree than one purchased of a publishing company. Careful preparation of a test by the teacher, improvement based upon results from year to year, and the keeping of a permanent record of the scores, should soon give a teacher an excellent objective test which has valuable goals of instruction for that particular school. This procedure necessitates the collection of all tests by the teacher, rather than permitting them to be kept by the students.

In conclusion it may be said that tests are as old as history. They have evolved through five chronological periods, and each type has been developed by certain deficiencies of the earlier type tests. In present practice all that is useful has been salvaged from each type. There is no reason to believe that the educational world will abandon any of the four forms, as there are obvious educational values in each of them. It is now generally conceded that tests have a definite place in the educational process, and consequently that no one should be excused from final examinations. While each of the four types of tests has its use and advantages, a permanent objective test, prepared by the teacher and improved from year to year is the one most useful for a final examination. The final examination should be supplemented during the semester by other forms of papers designed to develop and to measure the factors in which this type of test is deficient.

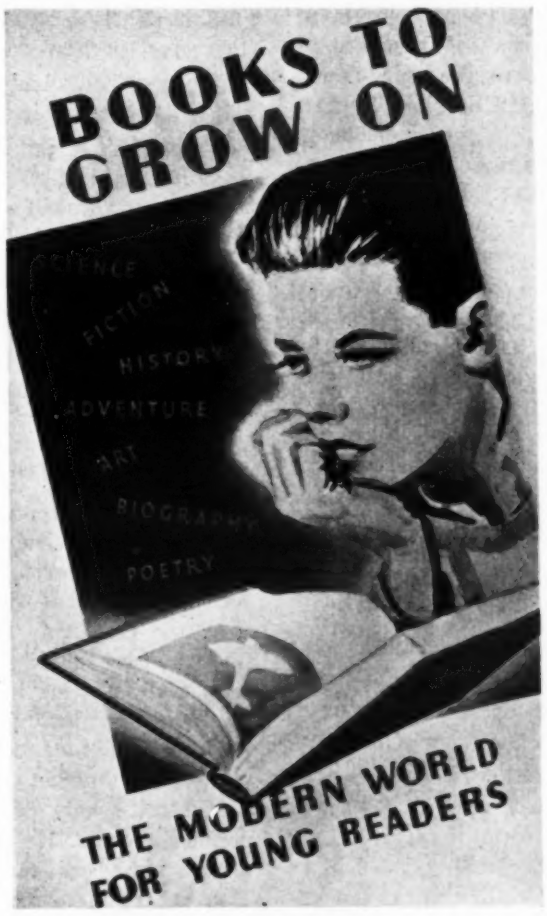
[10]George Meyer, "The Essay Type of Examination," AMERICAN SCHOOL BOARD JOURNAL, 89 (December, 1934), 17–18.

[11]N. M. Klise, "Student Opinion of Type of Examination," *School and Society*, 24 (July 3, 1926), 23–24.

Books to Grow On—*Book Week 1936*

Marjorie Griesser

"Books to Grow On" — modern boys and girls want books closely linked with the drama of life around them. Their reading these days ranges over a wider field than ever before. They read to know, to acquire an understanding of a world which like Alice's grows "curioser and curioser." In recent years authors and publishers have responded with new types of books, unique in the history of children's literature. Science, the arts, geography, history, government, and a great range of subjects are now presented in a straightforward style devoid of any spirit of condescension. From the picture-book age on up to the 'teens, these books make adventurous reading and have been welcomed with open arms by the younger generation. In the new books of fiction as well as in the books of information, new trends are noted, a greater realism, and a reflection of changing values.



BOOK WEEK POSTER—1936

Until the last century almost all the books published for children were moralizing and didactic in tone, and they were few in number. The wider vistas, the freedom and vitality in the writing of books for children today, grew out of the recognition that children are people, as varied in their interests and moods as grown-ups. Parents and teachers now guide children's reading with a gentler hand, realizing that if reading is to be a lifelong joy and adventure it must be as unrestricted as possible.

Book Week has been observed annually since 1919. In the interim many "weeks" have come and gone, but this one has survived and grown in influence because it has been truly valuable as a means of focusing attention on the all-important subject of children's reading. Schools and public libraries throughout the country arrange special exhibits and programs the third week of November, and bookshop windows are gay with the fall crop of new books for the younger generation. Each autumn a special theme is chosen to give added significance to the events of the "week." This year the displays and programs are to be built around the theme proclaimed on the poster "Books to Grow On — The Modern World for Young Readers."

In the schools the "week" may be made the high point of the year-round effort to create an interest in recreational reading. Of course the perennial favorites will again be a prominent feature of exhibits and projects, but with the emphasis placed on the newer informational books, there is an unusual opportunity for a tie-up with "history in the making" in all its ramifications. Exhibits showing advances in aviation, ocean and train travel, science, exploration, etc., accompanied by the books which tell the story of modern progress in these fields, will attract a great deal of interest. A display of the favorite stories of each grade, chosen by ballot, invariably proves to be a stimulus to new reading activity throughout the school. Book-Week treasure hunts, with sets of questions to which answers may be found in the newer books, book-jacket contests, with art classes and English classes designing jackets and preparing blurbs for "books to

(Concluded on Page 78)

Mr. Short *Finally* Testifies

Brooke W. Hills

New Doctrine for Monroe - XXII

By this time the fact has been clearly established that Editor Short was decidedly late to the hearing; equally true was it that he had missed a good deal of the preliminary testimony which the board's attorney produced to show cause for the removal of Jackson R. Tyrone. Even Mr. William Dobson and his new-found friends quickly learned that the hearing was well under way, before they appeared. They, too, had missed a good deal.

The scene was much the same as in any court room. In front, the school board, clustered around a long table on the raised platform which served ordinarily as a stage. Between them and the audience a row of chairs, occupied by the board's attorney and those who had come to bring evidence supporting the charges against Tyrone. In the same row, but at the other end, sat a string of the defendant's friends, "ready and rarin' to go," to quote the expressive phraseology of a member of the South Monroe Hook and Ladder Company. Conspicuous among them was one vacant chair, especially reserved for the star witness for the defense, the editorial gentleman who was expected by his legions of admirers to be all set for the purpose of takin' the hides right off that bunch of lunkheads on the school board.

Again and again did Jackson R. Tyrone anxiously glance at this vacant seat; again and again, disappointed, he leaned over to whisper suggestions to his important lawyer, or fixed his contemptuous gaze on Hamilton in the witness chair, or turned to regard the presiding officer, Benkert, with a look of sneering defiance.

. . . All very nice and cozy, and all perfectly and absolutely preposterous this business, even to that peculiar provision of the school law which places a board of education in the anomalous position of being the judges, the prosecution, and the jury — at one and the same time. All, it would seem, designed deliberately to throw a school system and even the district itself, into a state of almost irremediable chaos — but it is the law . . . and it provides good entertainment . . . and possibly it protects the honest teacher against those vicious city-hall politicians with friends and relatives clamoring for places on the public payroll . . . and it is a ridiculous, inexcusable travesty on common sense . . . and just exactly what are you going to do about it?

It's about time someone suggested a way out! . . .

Yes, it is true that Mr. Short had missed a good deal. He had missed completely the evidence of Smith B. Hamilton, this young superintendent who had come to town to provide a new doctrine for these schools — this "la-di-da" Hamilton, who, when it came to the show-down, quietly and without rancor but in the plainest kind of plain English had charged Tyrone with continued acts of insubordination, inefficiency in teaching, and inability to handle pupils in a sensible, co-operative way. Again and again he backed up his statements with written evidence, much of it in Tyrone's own handwriting — statements, which, after examination by the board and the defense, were placed among the exhibits.

"Keep the record," Benkert had advised, this grave-faced Benkert whose face grew more and more serious as the record rolled on to its full length — a shameful record of inefficiency, hypocrisy, and even downright deceit. "Put it down in black and white with names, dates, and places, get it on the record before you forget the detail. Sure, it's your own account; but any lawyer will tell you that a personal written record carries far more weight than what you may remember to be true six months after an occurrence, and you're not half so likely to forget or to confuse facts. You may never wish to use it, and I hope there never will be occasion for its use — but *keep the record,* young man, and keep it in a safe place!"

A lawyer's advice, this, and a good lawyer too, for Benkert was all of that; yet the reaction on this audience, this cross-section of Monroe that would go out and talk it over later on, was as strange here as it may well be in many and many another town. Curiosity turning to surprise, and surprise turning to indignation as charge after charge is brought forward and proven . . . and eventually, if you will believe it, this indignation very often turns to a form of pity for the man under fire, sometimes coming back like a boomerang in such a fashion as, "Yes, I'll admit he is to blame for a lot of things; but it strikes me those fellows were awfully anxious to show him up. They must have put in most of their time in trying to get something on him."

. . . There is a balance, we suppose, which may be reached by a clever witness in such inquiries, a balance which is so delicately adjusted that the truth may be established without this almost inevitable come-back — but it is difficult to find this balance, and Hamilton never even thought of it. . . . Would you, Old-Timer? And, incidentally and without prejudice — don't kid yourself in thinking you can outsmart a good lawyer in your testimony: most likely you can't. . . . But, *keep your records* if ever you are luckless enough to recognize the oncoming of such a situation; and hope with all your heart that these records will be among those relics you'll gladly throw away unused when you retire! . . .

Mr. Short had missed the direct examination of Hamilton; he had not been there to hear the brief cross-examination — brief, because the lawyer for the defense would not take a chance wandering in a technical field strange to himself. He did not hear the final question, "You have produced a great many written records. Were you under orders from the school board to secure this evidence against the defendant, or was this *your own plan* to oust him?" — a question at once objected to, and properly thrown out, but a question fulfilling its mission, that of picturing Hamilton before Monroe as a paid spy, or a person trying to get square, or both. Fine material for the summing up! . . . "That's all" . . . Hamilton was surprised to find his knees shaking when he left the witness chair; he had not realized the ordeal through which he had been passing. . . . Why, there was Bill Dobson sitting back there! . . .

And the editor had missed the evidence of that calm but inwardly seething Miss Ross, whose eyes flashed as she confirmed much of the testimony already presented by Hamilton: this Miss Ross, who had wondered months before "if she would find her work in Monroe as interesting" as in that quiet town of Roseland. . . . Seven months? Seven years, it seemed. "No cross-examination," followed by the significant smile of a lawyer accomplishing his purpose of showing the high-mindedness of the "chivalrous" Tyrone in letting this young woman step down without question — this lawyer, who had guessed from the first that his sole hope was to build a kingdom of pity for his client and another of suspicion for Hamilton.

There was the testimony of Mr. Esmay which he missed, and that of Peter Barron; a Peter Barron whose good nature in cross-examination brought a final exasperated remark of "There's a lot you have yet to learn, young man!" from the attorney for the defense, a remark eliciting the drawled reply, "Well, of course, *I'm* not a lawyer; I guess you're right!" . . . a bit of repartee, bringing a reproving bang of the gavel in Benkert's hand.

Yes, two hours had elapsed, and Editor Short's chair was still vacant. Then a strange coincidence happened.

"You don't figger he's a-goin' to stay away, do you," whispered the anxious Mr. Tibbs. "Yuh know Brother Short's supposed to foller me when I get through a-standin' by poor Jack Tyrone."

And almost precisely at the same moment,

"You don't suppose he's so scared he won't show up?" to a confidently expectant Mr. Dobson in the rear of the room. But before he could answer,

An excited buzz, a turning of heads, a frantic motioning and crooking of fingers by the half-risen fire laddies up in front.

Enter Mr. Short!

II

Yes, entered Mr. Short, a very late Mr. Short, who gazed anxiously at the unusual scene before him. A more than slightly perturbed Mr. Short, whose worried look was somewhat dubiously relieved when he observed the all-too-familiar faces of his trusting cronies in the seats near the platform. Trusting? Yes, up to a certain point. Cronies? Yes, as long as they might surely depend on him to come through with a devastating burst of testimony which would utterly wipe out any evidence already given by the foes of Tyrone. Any possibility of ducking or side-stepping the issue? Not with this bunch of single-track minds; too often in recent days he had realized the growing insecurity of the self-sought pedestal upon which he had been placed by their popular acclaim. He knew well enough his extreme danger, should he arouse *their* suspicions. . . . Darn it, thought he, I *had* to come; look at 'em up there! No use in trying to get out of it; I'll *have* to take my chances with them. Got away with it the last few times . . .

must be awful careful with them; say just enough, but not too much. . . .

Tough enough, with *this* outfit to worry about. And yet, ringing in his ears were those last words spoken in the darkness of his front porch but an hour before by that extremely plain-spoken delegation from Irish Hill — why, *this* mob is actually *dangerous!* Get the sheriff after them? What could *he* do with an entire community that specialized in chasing peddlers out of town with shotguns? What *would* he or any sheriff do, particularly when votes from Irish Hill might be needed in a close election? . . . In his present predicament, the unhappy Mr. Short recalled by way of a personal comparison, an exhibition given in the public square one night by a traveling strong man, a Colossus who had permitted himself to be hitched between two horses driven in opposite directions. Fortunately, on this occasion the straps had broken before the situation became too awkward and the gentleman had been pulled apart; but, as Mr. Short ruefully reflected, the straps might not always break, and it would be just like his own luck if they didn't. . . . Straight up the aisle, looking neither to right nor left, and nearing the one vacant chair paraded the star performer for the defense; ideas for self-preservation discarded almost as soon as they had tumbled into his mind — no use in counting on the sheriff. . . . Might be able to get the G men; . . . There's that fool Tibbs waving his hand at me and pointing to a seat right in the middle of the whole bunch; I'll have to be awfully careful. . . .

Mr. Short plunged into his chair.

But had he looked behind him, had he seen the visiting delegation seated in the rear, had he observed the broad smile which swept across the expansive face of Mr. William Dobson at his entrance, had he heard the delighted whisper, "By Judas, *there* he is!" answered by the equally delighted, "Boys, I been *telling* you we got some good brains a-workin' for us tonight!" — if any of these numerous had's just mentioned were actualities, the chances are that the editor and proprietor of the *Item,* sheriffs or no sheriffs, G men or no G men, would have kept right on traveling and traveling indefinitely.

However, the perturbed Mr. Short saw only the fatuous smile of the lantern-jawed Tibbs; to his ears came only the welcoming whispers of the friends and supporters of Jackson R. Tyrone.

"Ah, there, Brother Short; thought you'd *never* get here! What's been keepin' you?"

"Leave 'im alone, Andy; can't you see he's been takin' time off to think up some good fast ones to lambast them lunkheads on the board with?"

"Won't be long now. His time is a-comin'!"

Mr. Short shuddered at this apt observation; grimly he remembered that just a while before he had had every reason for thinking his time *had* come, had come at his own home. . . . That dreadful pleasantry, "It'd a-done your heart good to see the way Mike Sweeney's bull pup took after that lightnin'-rod feller!" Done your heart good? *Good?* Merciful Heavens, what an idea! Mr. Short shuddered again; involuntarily his hand crept to his yet unchanged features. . . . I'll have to be *mighty* careful. Oh, why did I *ever* get into this mess? . . .

And inexorably the mill of justice ground on and on. . . .

The last complaining witness stepped down from the platform, and there was a great rustling of legal papers up in front as the board's lawyer gathered together his records and rested his case. Followed the usual buzz of conversation among the spectators.

"Looks bad for Tyrone; those are pretty well-known people who got up there against him," was the stereotyped answer,

"Yes, but you've heard only one side so far. It isn't over *yet.*"

With curious interest the unutterably tired Hamilton noticed that three of the board were nervously helping each other to water from the pitcher on the table; with startled surprise, "Why, their hands are shaking! Wonder what's the matter with *them?*" And a moment later, "They seem to be looking away from me all the while. . . . Act as if they're afraid of this crowd; what have *they* got to be afraid of? It isn't *their* jobs they have to worry about." . . . He saw Benkert leave his chair and lean over one of these three for an instant. "I wonder what's up *now?* Wonder why he shrugs his shoulders?" . . . Hard to fire your own volley and be forced to wait for the other fellow to fire his. . . .

There was a sudden resumption of attention as the gavel banged and the attorney for the defense, with a preliminary clearing of his throat, rose to his feet, shuffled his own papers, glanced at the sheet in his hand. . . .

Mr. Tibbs took the seat reserved for witnesses. Mr. Tibbs, the gentleman with distinct ambitions for a place on the school board, a Mr. Tibbs who had very privately determined some time before the hearing to put in his best licks for poor old Jack Tyrone, but "to go durned easy on gettin' the folks all stewed up against me who got it in fer him — because, though I don't give a whoop fer what *they* think and most of 'em ain't even got their eyes open yet, with school election comin' on I got to remember that every vote counts." This Mr. Tibbs, who had also privately decided he would never have a better chance to start his own campaign than by elaborating on his own educational theories right now; a disappointed Mr. Tibbs, who resumed his seat in the audience with a grumbled

"How in Sam Hill could *I* say anything? Every time I got ready to cut loose and lay it into them good and plenty, them lawyer fellers would shut right down on me; if it was'nt one, then it was the other, and you can easy see it for yourself. 'Tain't fair, *I* tell you; why, I couldn't get a chance to get in a word edgewise. An' what right has that board lawyer got to ask me if I ever *see* Jack Tyrone teach? There ain't no *sense* in that; why, I've *knowed* Jack fer 25 years, haven't I?"

. . . Oh, Mr. Tibbs, Mr. Tibbs; you spoke neither with the voice of men nor angels. Yet, uneducated as you are, unfamiliar with school practice as you have every reason to be, how *exactly* similar your remark to the alibi of the administrator guilty of the unpardonable sin in schoolwork — guilty of being a supervisor who doesn't supervise . . . that pedagogical fraud who "knows his teachers," who "doesn't have to go into the classroom to know what's going on" . . . who, on the strength of this, submits his neatly typed reports to his board each month and as regularly draws his salary. Poor, uneducated, uncouth, unshaven Mr. Tibbs! Yet, with all your deficiencies, you are a more-to-be-desired example to follow than any of these so-called "educators" who get by year after year through the good nature of people who should know better. You, Mr. Tibbs, don't hold *your* job, insignificant as it is, by being "actively interested in all worth-while civic enterprises." We hold no brief for you, Mr. Tibbs; but we think there is some excuse for *you.* With all your shallow, absurd pretensions; with all your ridiculous ambitions for a place in the sun, if ever it came to a choice of leaders in this comparison, we'd take you. You, at least, are not willfully dishonest with the concern you serve. . . .

Yes, Mr. Tibbs had experienced the embarrassing surprise of being told peremptorily, "That's all!" before he had made what he considered a fair start. And then,

An excited ripple of conversation, a noticeable turning of heads, a hoarse chuckle in the rear of the room — "There he goes, boys!" A half-muffled clapping of hands among the assembled friends of Jackson R. Tyrone; a flicker of an eyelash as Benkert involuntarily glanced at the wearied Hamilton, and

Mr. Short in the witness chair! "Rarin' to go?" Possibly. "All set to tear the hides right off them board fellers?" Possibly; each of these flattering expressions of encouragement audibly advanced by his companions as they eagerly pushed him forward might have been true even now — undoubtedly were true much earlier in the evening. But at the present moment there was one thing, at least, exactly one hundred per cent true: It was a Mr. Short, thoroughly determined to be extremely careful in his testimony, who took the seat of honor and faced the audience. . . . Over there, he noticed, was that la-di-da Hamilton, who glanced briefly at him and looked away; near him reposed in comfortable ease that long-legged young whippersnapper, Peter Barron, latest importation to the high-school faculty. . . .

. . . And on the other side, Jackson R. Tyrone, leaning forward, hand cupped to his ear, eagerly awaiting each statement of his champion. Short's glance roved further; here was this person, over there was another well-known face looking up at him; and then, . . . oh, my gosh, my gosh! His wandering vision suddenly fastened on the four visiting delegates, those determined gentlemen from Irish Hill with their ponderous ally who had personally warned him they *might* return. There they were, sitting in one bulky line, their eyes fixed steadily upon him; from that first panic-stricken moment of recognition, try as he would, he could not avert his gaze.

It was the lawyer for the defense speaking. "Your name?"

Mr. Short made a great effort and answered correctly; with increasing terror he watched the four heads nod an accusing approval.

"You are the editor of the Monroe *Item?*"

It may have been a coincidence, it may not have been a coincidence; but in the instant following the question — horror piled upon horror! — Mr. William Dobson stifled an elaborate yawn by ostentatiously pushing a fair-sized section of the evening's paper into his mouth; this delicate operation having been performed, Mr. Dobson smiled agreeably at the palpitating witness — and did it all over again, with results

so eminently satisfactory by way of suggestion that Mr. Short's eyes almost popped out of their sockets.

There was a moment's delay for the expected answer, and then, coming as from a great distance,

"I'll repeat the question, Mr. Short. You are the editor of the *Item*?"

"Wonder if he'll confess?" pleasantly speculated the interested Mr. Peter Barron to the still indignant Miss Ross sitting bolt upright beside him.

"Why, I *guess* I am; of *course* I am!" stammered Mr. Short, who had a most uncomfortable feeling that every word he uttered was being weighed in unseen but awful balances in the rear of the room.

"Of *course* you are," agreed his questioner, looking at him in considerable surprise. Indulgently. "You'd better take a drink of water before we resume." Mr. Short snatched at the glass, and hastily gulped its contents down, half strangling in the process as he caught again an expressive glance from Mr. Dobson.

The witness showing signs of recovery,

"Mr. Short, are you personally acquainted with the defendant, Jackson R. Tyrone?"

It may have been yet another in the long series of remarkable coincidences that had occurred during the evening, or it may not have been. We can only guess; but as Mr. Short started to reply, each of the three gentlemen from Irish Hill was simultaneously seized with an irresistible desire to rub his nose with his fist, a prolonged rubbing, apparently a very enjoyable rubbing, judging from the intensely gratified looks with which they regarded the appalled Mr. Short.

The witness promptly had another relapse; eventually, judging from the prolonged silence that something was expected of him, he gasped,

"Oh, yes; I guess you asked me a question, didn't you?"

Mr. Peter Barron snickered rather audibly. "I always knew he was dumb, but I didn't know till now that he's deaf!" he whispered.

"Don't talk to me," answered Miss Ross, who, for some moments had sensed a very noticeable looseness about the proceedings which was rapidly becoming more noticeable. Hesitantly, "Something queer is going on. What," . . . with a sudden suspicion, "Peter Barron, are *you* at the bottom of this?"

"I wish I *were*," laconically observed her companion. "Wonder what *is* going on?" The same question which was beginning to occupy the minds of more than a few other spectators. "What on earth?" thought Hamilton; he saw the puzzled expression of Benkert. . . .

Again, from the waiting lawyer who was momentarily losing more and more his patience with the witness before him — confound such a specimen, anyway! This is what *I* get for coming out in the sticks. . . . Bottling up his wrath as well as he could,

"I'll repeat *this* question! Are you personally acquainted with Jackson R. Tyrone?" And there was that about his hard, staccato accents which would indicate to even the most casual observer that the propounder of this question expected an answer, a definite answer, and an answer given without any further delay.

Mr. William Dobson, also having considered this difficult conundrum with great care, again looked up brightly . . . and shook his head from left to right. Immediately, to the amazement of everyone, the frenzied Mr. Short replied with a sickly smile, "I forget!"

Silence for a startled moment, and then a perfect uproar. . . . Benkert pounding the table with a determined gavel — "I *insist* there shall be order in this room! I will *not* have this hearing turned into a bear house." To Short, "Answer the question!"

Grasping wildly for anything to stay himself in the avalanche and as the audience leaned forward breathlessly, "I want another drink!"

From the immediate reactions on the entire assembly it was extremely evident that Mr. Short had grasped at the wrong thing. Possibly we should make a slight correction in this sweeping assertion: judging from their expressions of rapture, Messrs. Dobson and Company were a great deal more than satisfied with Mr. Short's reply.

"*Another* drink?" was the very audible comment of one of the fire laddies who was beginning to believe he could make a pretty fair guess as to the real reason for the late arrival of the witness. "You've had about ten too many, already!"

"*I* say he's *drunk!*" A frank opinion volunteered by a citizen over in the corner. . . . (Shouts of "That's right!" and "No, he isn't!" from various parts of the room, depending on the caprice of the speaker.) The strenuous objection of Mr. Short who had momentarily forgotten his terrors in his indignation,

"I'm *not* drunk, and I can prove it!"

Another interruption, this time from Mr. Harry Willcox, who from the vantage point of the chair on which he had climbed during the tumult, was surveying the scene with every sign of approval.

"You'll have to show me!" Having left his wobbly perch, "Boys, if I can only get a mite closer to that bird I'll poke him up a little and give you my best advice." (A general howl of laughter, great applause, and sundry jocose remarks such as, "Atta boy, Harry! If *you* don't know, *nobody* will.") . . . A suddenly disappearing Mr. Willcox, who found himself involuntarily sitting in the lap of Mr. Peter Barron, long arms tightly wrapped about this more-than-willing-to-qualify expert on the peculiar ailment with which the protesting witness seemed to be afflicted; a disappointed Mr. Willcox, who subsided only when his captor hissed in his ear, "Keep still, you lunatic! Do you want to get thrown out?" . . . Mr. Willcox did *not*.

Comparative order having been temporarily restored as the audience rested up for the next round, the lawyer for the defense, with a withering glance at the center of attraction, turned to Benkert on the platform and observed with marked disgust,

"It's impossible for me to get anywhere with my case under these conditions. I respectfully ask you as presiding officer for an explanation of this outrageous occurrence."

"Your request is thoroughly justified," was the prompt reply. To Short, "Just exactly what do you mean by making a farce of this hearing?"

But before there was time for answer, the hot-tempered Towson, losing his patience completely, jumped to his feet from his place at the board table, and exclaimed,

"I'm going to tell you right here and now, Short, that your exhibition is just about what a decent person might expect from you!"

This rebuke, though eminently deserved, was singularly unfortunate, in that it immediately shifted the wrath of Tyrone's friends directly toward the board, and especially upon Towson, whom they had regarded as a renegade ever since the Armistice Day exercises the previous fall. A chorus of "Boo's!" and cat-calls rose from their lips; there was a redoubled pandemonium. For Short, of course, this noisy outburst following Towson's tactless remark, was nothing more nor less than a personal life-saver. At least, thought he, and even in his confusion he thought correctly; *now*, at least, it won't be very hard to make them believe I didn't have a chance when Towson and the rest of the board gang were just waiting to take a crack at me the first word I said. . . . Thanks a lot, Bob Towson; that's *one* time you put your foot in it! Now, then, Benkert, let's see *you* squirm out of this! . . .

But as Benkert, who had sensed instantly the damage caused by the interruption, turned to Towson; as there came again a moment's lull in the disturbance, from the hall without there was the noise of running feet and the bang of a door. Into the room shot that good and faithful servant of the public schools, Janitor Atkins. Hatless and coatless, gasping for breath, he rushed up to the platform,

"Oh, Mr. Hamilton! Come quick, come quick! The furnaces are on a tear an' I can't do nothin' with 'em, and the bilers are goin' to bust any second!"

With another shouted entreaty, Mr. Atkins bolted out of the room and disappeared in the direction of the grammar school as fast as his legs would carry him. Whooping with delight at this newest sensation, the greater part of the citizens of Monroe, who had come to the high school that evening to attend the hearing in the case of the *Board of Education* versus *Jackson R. Tyrone*, grabbed at their own hats and coats and followed the leader.

There was a quick adjournment to the next night as the startled board rushed for their own machines in the driveway; the hall cleared as if by magic. . . . Short, snatched again from the perils of visiting delegations only too willing to co-operate with him in his testimony, and from the equally-to-be-feared members of the South Monroe Hook and Ladder Company, pulled himself to his tottery feet, and fearfully glancing over his shoulder sought the welcome darkness of the back room, there to remain until it might be reasonably safe to venture forth on his homeward way. . . .

And as Mr. William Dobson, that conscientious bookman, thoroughly convinced his arduous labors for the day had already been more than amply justified by their results, as he climbed into his waiting coupe and stepped on the starter, preparatory to giving this new matter of busting "bilers" his best and immediate personal attention, to his gratified ears there came once more the appreciative eulogy of the hard-fisted finder of waters from Irish Hill,

"Boys, I *told* you that gentleman has brains! Ain't that the truth?"

And from the distance, but still satisfactorily audible, the answer,

"O.K.!"

"O.K.!"

III

Now, then, Old-Timer. . . .

"Ridiculous! It *couldn't* have happened."

. . . Oh, yes?

Principles for Building a Teachers' *Salary Schedule*

C. T. Coleman[1]

Well-informed boards of education, teacher groups, and patrons of schools are now generally agreed on the desirability of having a salary schedule for the teachers of their city. However, not many of those interested in the schools have a clear idea of the underlying philosophy, the aims, and the principles on which a desirable teachers' salary schedule should be built. This article discusses five principles of a good salary schedule. The principles given are not presented as essentially new; some of them are regularly recognized and their validity is obvious. Several have been applied to the Long Beach schedule in a survey of the Long Beach City Schools.[2]

PRINCIPLE I. *A good salary schedule should attract to the teaching corps men and women of excellent personality and character, broad viewpoint, and keen professional interest.* To draw into the school system men and women who have personalities that attract, encourage, and inspire youth, who are keenly interested in young people and in the problems of the teaching profession, teachers who place the welfare of children and the profession above personal interests, and who have a broad knowledge and understanding of the world outside the immediate problems of teaching is the first function of a salary schedule.

To secure teachers of this caliber is a difficult problem as every superintendent knows. Too many teachers have drifted into the profession as a "steppingstone" and have remained in the occupation, or have begun to teach because of an easy access to a job rather than on account of natural fitness for teaching or genuine interest in the profession. Particularly has teaching failed to interest the number of young men of high qualifications that it should.

Among several hundred boys and girls who have been members of his vocational-guidance classes, the writer has had but few boys highly qualified for teaching who planned to be teachers. Most of the boys who were best suited for the teaching profession, and who during their years in high school had planned to be teachers, changed their plans to some other occupation while in college.

Good salary schedules, then, should not only attract desirable young teachers to respective school systems but should also encourage young men and women who are suitable timber for the teaching profession to make teaching a career. To accomplish these results, three provisions are necessary: (1) high maximum salaries, (2) assurance of regular increments, and (3) freedom from partisan influence.

Attracting Capable People

To attract capable men and women to a school system, high maximum salaries are necessary. Naturally, teachers who are the most competent will seek the locations where they have assurance that eventually they will receive a salary adequate to maintain for their dependents and themselves a standard of living which is on a reasonable professional plane. This is particularly true of men.

On the other hand, educational authorities are now generally agreed that beginning salaries need not be high. In the past, high beginning salaries have probably retarded the progress of the teaching profession by bringing in misfits and those who are looking for "steppingstones." Cubberley, in commenting on beginning salaries, says: "The beginning salary is frequently too high and the maximum salary is reached too soon. These conditions tend to attract into teaching many who use it merely as a well-paid temporary employment, thus increasing the turnover in the teaching ranks. The beginning salary need not be high, if the service increments continue for a long time."[3]

The professionally minded young man and woman seeking a career, as well as the young teacher seeking a desirable location, usually looks beyond the beginning salary to the goal that finally may be reached. They will expect and be willing to go through the "lean" years to arrive at a desirable salary just as the beginning doctor or dentist knows that he probably will have to go through a "starvation period" in order to reach an adequate practice.

In the post-war period, relatively high beginning salaries were necessary because of the small supply of teachers. That situation does not exist in the same degree today.

A study of the changes made by school systems in their salary schedules shows a tendency to place the emphasis on higher maximum salaries. The Long Beach city schedule is an example of this trend. In 1927–28 the Long Beach City Schools reduced minimum salaries somewhat and increased maximum salaries substantially.[4]

After a schedule providing reasonable annual raises in salary has been adopted, the teacher should be able to feel assured that the increments will be met each year. Except in the case of some national emergency, such as a serious depression, boards of education should consider the meeting of increments as binding an obligation as a signed contract. Only under these conditions can beginning teachers feel that their careers are on a sound basis.

Partisan influence in any form is repellent to teachers who are truly professional. That receiving earned raises on the salary schedule, or securing promotions merited by special fitness or abilities, should be influenced by the political party to which the teacher belongs or the group or clique who may indorse that teacher, utterly disregards the fundamental purpose of schools. To be attracted to a school system, professionally minded teachers must know that their progress will depend on merit and merit alone, and merit must be determined by the superintendent and his administrative and supervisory staff, not by laymen outside the school.

Holding Power Needed

PRINCIPLE II. *A good salary schedule should provide a holding power similar to that which exists in other professions.* In most professions, when a young worker chooses a location, he expects to remain there for a lifetime. Contrasted to this, ambitious young teachers, with the exception of those located in large cities, usually expect eventually to change to another school system. This is unfortunate. After young teachers have shown their professional worth to a school system, they should be able to buy their own homes, identify themselves with civic organizations, and become as vital a part of the community as any other professional worker.

Salary schedules can encourage this by continuing the increments over a period of as many years as possible. With the earlier practice of granting only eight or ten annual increments, a teacher who started in a school system at a comparatively low age would usually reach the maximum salary at between 30 and 35 years of age. Maximum earnings are not normally reached at this age in any other profession. A salary schedule should make it possible for a teacher to earn additional increments for at least 15 years, and a longer period would be better.

Although a salary schedule may not be able to provide for democratic participation of teachers in the conduct of the schools, the holding power of a school system will be increased if promotions are made from within the system whenever possible, and if the administration is democratic in delegating and sharing appropriate responsibilities with teachers to the limit of their capacity to meet the problems. Only under these conditions can teachers feel that they have a truly professional opportunity in a school system.

PRINCIPLE III. *A good salary schedule should encourage the professional growth of teachers in service with the aim of giving every child teaching service comparable with the best professional — legal, medical, or dental — service.* It does not always follow that the teacher who has had the most professional training will render the best teaching service. However, training is one of the most reliable measures of teachers' fitness for their work. Of this the *Sixth Yearbook of the Department of Classroom Teachers* says: "The best measure of a teacher's qualifications available at present are the amount and character of her training, and the number of years of successful experience she has had."[5]

A study of teacher preparation shows that in most systems there are many teachers whose training is far below the best minimum standards of today. These standards are probably too low. The minimum of six years of training beyond high school is now required to prepare for medicine. The work of the teacher, if the full responsibility is met, is fully as difficult as that of the physician. Therefore, the problem of encouraging teachers in service to continue their training as well as the encouraging of all other forms of professional growth, is of vital importance.

Training Considered an Investment

The surest way to secure training in service is to include provisions in the salary schedule which will increase salaries for added training. A fundamental proposition in building a salary schedule should be that *training is an investment which should pay the teacher a reasonable financial return.* The beginning salary should be increased for each year of added training. Also, the annual increments should be larger for each year up to five years of training, and more if the community can afford to pay for more than five. Many schedules do not make this provision. Consequently, there is the injustice of paying the teacher with two years of training, representing an investment of approximately $1,500, the same annual increment as the teacher who has $3,000 or $4,000 invested in four or five years of training. If training is considered an investment worthy of compensation, then for each yearly increase in training, the maximum salaries will be increased substantially. This can be accomplished on the schedule not only by providing larger increments but also by granting a greater number of increments for each year of added training. A schedule built on this plan will pay truly professional salaries only to teachers whose training is comparable to that of a physician or attorney.

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[1]Instructor in Social Studies and Occupations, Hammond, Indiana, High School.

[2]Staffelbach, E. H., *Staff and Salary Survey of the Long Beach City Schools* (Affiliated Teachers of Long Beach, 1935), pp. 15–26.

[3]Cubberley, Ellwood P., *State School Administration*, p. 656.

[4]Staff and Salary Survey of the Long Beach City Schools, *op. cit.*, p. 19.

[5]"The Economic Welfare of Teachers," *Sixth Yearbook of the Department of Classroom Teachers*, 1931, p. 34.

In systems where there is a considerable number of teachers whose training is considerably below a professional level, it is justifiable to limit the maximum salaries of those in the lower classes of training to a maximum that would make it highly desirable for teachers to advance themselves to a higher classification.

PRINCIPLE IV. *A good salary schedule should foster a high morale in the teaching staff by recognizing exceptional teacher achievement.* A common weakness of salary schedules is that no differentiation is made between the salaries of teachers who devote their entire time and effort to highly valuable professional activities and the salaries of those whose efforts are limited to "getting by" during school hours.

That objective encouragement be given to truly professional teachers, salary schedules should provide added increments above the regular maximum salary for each class on the schedule as a special maximum. These special maximums should be paid only to teachers whose value to the school system is revealed by (1) classroom teaching that is distinctly superior, (2) valuable contributions to the curriculum, (3) sponsorship of school activities that is clearly superior to the usual adviserships, (4) contributions to education through writing or research. In cases where a special maximum is granted on account of superior classroom teaching, the quality of the work should be so evident that it is recognized by fellow teachers.

As a further encouragement to exceptional teachers who would qualify for a special maximum, but who had not reached the maximum, double increments might be allowed. However, to avoid overconfidence on the part of the teacher himself and dissatisfaction on the part of other teachers, it is probable that not too many double increments should be granted to any one teacher.

Culture in the Teacher

PRINCIPLE V. *A good salary schedule should offer salaries adequate to provide cultural advantages including professional study and growth, to maintain good standards of living, and to make possible sufficient savings to assure a self-respecting old age.* The rapid development of the science of education makes continued study necessary for the progressive teacher. Many school systems require that their teachers take university training or its equivalent every three, four, or five years. In systems in which it is not required, large numbers of professionally conscious teachers frequently refresh their professional training by taking summer-school or extension courses. A satisfactory salary schedule should provide salaries which make it possible for all teachers, even the best trained, to continue their professional training indefinitely.

Teachers whose sphere of living is limited to the subject that they teach, cannot expect to interpret life to youth of today living as they are in an age in which conditions change with kaleidoscopic swiftness. Therefore, if teachers are to meet this challenge, their incomes must be sufficient to provide cultural activities and experiences that give a broad, enlightened, and accurate perspective of the present. This should come not only from vicarious book experiences that may be secured locally, but from the enriching contacts of travel through which, during a part of the year, the teacher's environment is transferred. Travel gives first-hand experiences which add color and vitality to the teacher's work. It lifts the teacher from the provincial and petty that sometimes exists in local communities. Travel adds tone and strength to the personality of the teacher, thereby increasing the respect of pupils and parents for him. Travel is more than recreation for the teacher; it is an invaluable part of his professional preparation.

MANAGER DOCKRILL RETIRES

Mr. J. C. Dockrill, who was identified with the educational publishing business for nearly a half century, and for the greater part with the American Book Company, has announced his retirement. While his successor took office last spring, Mr. Dockrill remained until now in an advisory capacity.

J. C. DOCKRILL

Mr. Dockrill began his career in the publishing field in the early eighties, when he entered the employ of Harper Brothers, then under the management of W. J. Button. He continued with this concern until the organization of the American Book Company, which occurred in May, 1890.

Mr. Dockrill was given charge of a group of states, under the direction of the Chicago division and placed under the immediate supervision of Leonard E. Reibold, who was later transferred to New York as assistant manager of the New York office. He then became Mr. Reibold's successor in a way, in looking after the group of states under the direction of C. J. Barnes, and later under the direction of L. M. Dillman. The latter succeeded Mr. Barnes as managing director of the Chicago division in 1907.

In 1914, Mr. Dillman was elected president, and Mr. Dockrill officially became the assistant manager of the Chicago division, with Louis B. Lee as manager. Upon the death of Mr. Lee in 1929, Mr. Dockrill was elected a member of the board of directors and also manager of the Chicago division with the title of managing director.

Upon the retirement of Mr. L. M. Dillman in 1931, the bylaws of the company were changed, and in 1932 Mr. Dockrill was named vice-president, and continued as manager of the Chicago office. He resigned from the board of directors due to the change of the regular meetings from quarterly to monthly.

In the spring of 1936, Mr. Dockrill retired from the active management, recommending as his successor Mr. E. E. Hoenshel, who had been the company's senior field representative in the State of Wisconsin. Mr. Hoenshel was appointed manager of the Chicago division on April 1, 1936.

The career of J. C. Dockrill is an interesting one in that he rose through successive steps from a minor to a highly important position in the book field. That career is characterized by close application to a task, by hard work, and by a clear-cut appreciation of the educational duty of the publisher, and by intelligent and honorable methods. He is entitled to the consciousness that he made a creditable contribution to the educational progress of his time.

A community rightfully expects its teachers to maintain a reasonable standard of living. Teachers who dress carelessly and so out of fashion that they attract the attention and comments of pupils cannot do effective classroom teaching. The housing of the teacher must be located in a section of the community that is accepted as middle class or above. In brief, public opinion demands that teachers maintain a standard of living equal to or above the standard of the community as a whole. It should be on a plane that will inspire and encourage pupils who come from homes of inferior living standards to reach typically American standards of living in their adulthood.

Providing for the Whole Year

The annual salary of the teacher should be considered in preparing a salary schedule rather than the monthly income. Teachers have to live twelve months of the year. Vacation months are needed for professional and cultural activities, such as attending summer school, travel, and work on professional projects, that cannot be done satisfactorily during the school year. Even if the summer months were not needed for professional growth and improvement, it should not be necessary, in order to maintain an appropriate standard of living, for teachers to work at jobs outside their profession when a large number of people do not have employment.

An additional financial burden on teachers is the large amount of responsibility they accept for the welfare and charity of the community. Probably no other group of workers give as large a part of their income for these purposes as do teachers. During one school year more than a quarter of a million dollars was given by the teachers of Cleveland, Ohio, for public welfare.[6] A study of the expenditures of 2,358 teachers located in a number of cities showed that, on the average, 7.3 per cent of their incomes were spent for gifts and donations.[7] In addition to the money given, a recent study of nonremunerative activities participated in after-school hours, week-ends, and during vacations by teachers in 29 schools, included 157 activities and services carried on in 34 organizations.[8]

If teachers are to have a belief in the justice of our economic system and the mental poise which creates a wholesome atmosphere in their classrooms, the salary schedule under which they work should offer salaries sufficient to give a reasonable assurance that they will not be objects of charity in their old age. It is true that many states and cities have pension systems for their teachers, but the most liberal of these pay little more than the teacher's existence wants in old age. The Committee on the Economic Status of the Teacher, after a national survey carried on over a period of more than two years, concluded that under the salaries now paid in large school systems teachers may reasonably expect to accumulate savings amounting to about one half of the reserve recommended by the American Provident Society as a suitable reserve for old age.[9] The probabilities of adequate savings are usually even less promising in small school systems.

A salary schedule built on the principles that have just been discussed should attract and hold teachers of the highest personal qualities, encourage continued professional growth, and result in the best possible teaching service for the children of the community. It should assure during working years and in old age a standard of living for teachers commensurate with the responsibilities of their position. It should offer highly qualified, mature teachers, salaries comparable with the net earnings of other professional workers.

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[6]Holy, T. C., *Cleveland Teachers' Salaries,* Bureau of Educational Research Monograph, No. 16 (Columbus: Ohio State University, 1932), p. 12.

[7]Committee on the Economic Status of the Teacher, *The Teacher's Economic Position* (Washington, D. C.: National Education Association, 1935), p. 189.

[8]*Non-Remunerative Community Activities and Services in Which Teachers Engage.* Unpublished report of the Judd Club (Chicago: The University of Chicago, February, 1935).

[9]*The Teacher's Economic Position, op. cit.,* p. 208.

Education existed long before the first school was built, or the first textbook was printed. Education has to do with the learning process. Life itself is a teacher. Education is the basis of a civilized nation. The schools are the life blood of our republic.—*Dr. George E. Webster, Principal, Port Chester, N. Y.*

Electrical Service in School Buildings[1]

H. W. Schmidt[2]

"Say, H. W., did you find out what caused the fire in the X school; you know, the one that burned only a few days ago?"

"I am not certain, nor is the State Fire Marshal, but I suspect it is due to 'defective wiring,' the usual cause cited when the origin of the fire is somewhat uncertain. But in this case, I am pretty sure the reason given is the correct one, for I checked this building about a year ago and called the board's attention to the wiring hazards and the corresponding high insurance rate. The answer I received was, 'We have gotten along so far and I guess another year or two will be all right, after that we may have some money and fix it.' The usual procrastination."

"Are the hazards so common and is much of the wiring defective. It would seem to me that nowadays the situation is somewhat different. We have laws and regulations and codes and with competent designers and engineers on the job we should be getting first-class equipment and workmanship. The X school was an old one."

"When is old? That school was erected in 1921; that isn't old. As to the other factors, those of design, equipment, etc.? I am not so sure about the first-classness of these. In fact, I am sure that in too many instances they are not what we would term modern construction. But what I do not understand is that school officials permit poor work, hazards, defective equipment, and 'what have you' to exist even when their attention is called to them. 'When ignorance is bliss 'tis folly to be wise,' you say? No, ' 'tis folly to be ignorant and blissful to be wise' if I may be excused in perpetrating this wise-crack. The remedy lies at hand for those who wish to use it."

The above conversation took place in my office quite recently and it has had its counterpart in others during past years. I became curious to see what the professional literature had to offer as a guide in the direction of the application of electrical engineering and the placement of electrical equipment in schoolhouse design, and though I did not draw an absolute blank, the results of my "hunting expedition" were sorely disappointing.

So like the author's stock phrase, "I am taking my pen in hand," to see if the whole matter could not be discussed in a brief and concise manner so that the reader who is interested may possibly profit by this article.

In general, it may be said that outside of a possible small number of special structures, no building has greater need for electrical service, or calls for a greater diversity of use in the way of electrical appliances than the modern school plant — the range is from that of a large power consumer with all its variant ramifications to the "infinitesimal" current used to operate an electric clock. The gamut includes elaborate stage equipment, extensive electric-heating devices, power equipment for its shops, a large lighting load, communications equipment, laboratory equipment (electrical) of considerable variety, radio service, etc. There probably is no electrical device or appliance or apparatus of a commercial nature which may not be found somewhere in the modern school. The subject of electrical equipment and service is, therefore, not a small one and some of the major features of design and equipment may be profitably discussed herein.

The writer may be pardoned if he draws rather freely upon his field experience and observation especially as he has formerly been engaged in electrical constructions of various kinds. The general theoretical field has been well handled and discussed in engineering and electrical literature. So let us see what actually happens and what we are likely to find when the workmen are off the job and the engineer has been paid his fee.

Building Codes and Specifications

Is it necessary to call attention to the fact that there exists a National Electrical Code, that there are various state and municipal electrical codes, all of which *should* be used as a guide for electrical construction, etc., and most of which *must* be used in these directions as a matter of law or regulation? In all large cities, building regulations require that these codes must be followed, and in many states all types of electrical work are governed by such codes regardless of the locality where such work is being done.

Specifications are customarily written to embrace the above regulations but it is not said that the work is always done in accordance with the codes. Experience seems to show that the supervision of the general construction is much more exacting than that of the electrical work and it is certain that nearly all electrical inspectors, where they have jurisdiction (and even where they technically do not) are willing to supervise and periodically check the electrical work to the extent that a safe installation results and that the regulations and codes have been observed.

In this connection it may be observed that electrical codes and others as well are intended to serve as a guide to *minimum* requirements only, below which it is not safe to go; but good practice and a future outlook (yea, let our imagination have some play) will invariably take into consideration higher standards and other features than those simply required by law. The developments of the past ten years should teach us that such work should be designed by competent engineers.

Adequate Service Capacity

But specifically, let us start with the beginning of service, the service-entrance conductors. Simple, isn't it? But even here some comments are in order. As a rule, the designer first figures up his total load and then selects his conductors accordingly. What is his load? The total connected load? In the beginning, yes, but too often he forgets the future, and the result is very, very frequenty an inadequate service capacity and overloading of not only the main feeders but branch circuits as well. The casual reader will be surprised how many school electrical installations have to be rewired to supply modern and additional equipment. Using copper wire to bridge a fuse gap for overloaded fuses is common. The writer still has very vivid memories when, giving a commencement address in his dress clothes, the lights went out and he was drafted to crawl around in the basement and help the janitor do some "temporary bridge work." And comparatively new buildings are subject to the same disease. Only about ten years ago it was common to use 5 to 7 foot-candles as an illumination standard for classrooms, while today 10 to 12 foot-candles are quite customary. That is a 100 per cent increase in load for this item alone — no wonder No. 14 wire gets hot. Everywhere new appliances are being used for which no provisions have been made. And so it goes and will go in the future. We had better watch our step and provide plenty of capacity for future expansion.

Schools are no longer being used for a few hours during the day — they are becoming social centers. Adult education is entitled to their use, evening meetings are common, the gymnasium and the auditorium are used not five but ten or even more hours per day. The electrical load needs to keep pace with the educational load! So don't stint in the beginning; it is folly to economize on wire sizes. But of this more later.

It may be well to call attention to the location of the supply circuit from the utility. Often the entrance conductors are not well located with reference to the supply and too often unnecessary construction must be had in order to bring the two circuits into juxtaposition. Extra pole lines, unsightly exterior conduits, and long spans are the result of such lack of foresight.

Maybe it goes without saying that all wiring should be polarized and properly grounded, including all current-carrying devices which are stationary. This, of course, presupposes that all conduits, boxes, outlets, etc., shall be in the form of continuous metallic circuits. But this is by no means always the case. Only recently a building was partially rewired in rigid conduit, but the main feeders to the new section were left in place (knob and cleat wiring). The new job was "polarized" but not grounded. "That will be done when we rewire the balance of the building in a year or two," is the usual excuse.

In an industrial-arts shop a self-contained motor-saw table, fed by a 220 V — 3 P circuit, had the outlet condulet within several inches of the frame of the machine, but the machine was not grounded though it could easily have been. "Did a boy ever get a shock from that saw," the writer asked? "Oh my, yes. The teacher got a real good one the other day," was the reply. But nothing had been done about it. Some day someone will get hurt and then it will be due to "an act of God." Great care should be exercised that the "hot wire" be properly connected and thorough grounding be had. Have you ever seen a piece of conduit cut short and the wires only led into a junction box? Such dangerous practice is common with inexperienced persons. A word to the wise is sufficient — proper supervision of electrical work is a paying proposition.

As we proceed with the course of our service let us look first to the main distribution center and see whether all main circuits can be properly disconnected by means of externally operated switches, and whether they are protected by the *proper size* of fuses. Frequently, especially where there is a need for extensive power circuits, this part of the service may well be separately grouped; the same for other types of service. Heater service should always be separated from the rest. A special rate is often given for it and separate metering will be required. The arrangement and mounting of devices here is quite a trick; it is a problem in design, and haphazard circuit disposition is out of place here though frequently found. Of course, all circuits should be labeled and identified. Dead-front cabinets are in order, especially as children are careless and inquisitive. This type of cabinet is not found as frequently as is desirable.

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[1]NOTE: This article has been submitted to members of the Publicity Committee of the International Association of Electrical Inspectors. On the basis of responses received from the members this article has the approval of the association.

[2]Supervisor of School Buildings, Wisconsin State Department of Public Instruction, Madison, Wis.

Equipment for Schoolroom Service

The schoolroom service should be carefully considered. The recitation rooms will have from four to six lighting outlets and each outlet should have a capacity of at least 500 watts. This may seem large to some readers but suppose it is later decided to change over to an indirect-lighting system; in this case the usual 200 to 300-watt-capacity outlet would probably be found too small. Dead-end circuits for special blackboard lighting should also be provided for future use unless immediate service is required. In schoolroom lighting, it is a question of eyesight conservation versus economy of operation. Which would you choose?

Portable movie projectors and stereopticons are used frequently in regular classroom procedure and ample provision for their service should be made, usually at the rear of the room. No such outlet should be less than 1000-watt capacity, and, of course, it should be a separate branch circuit. Too frequently it is simply a "stepchild" of the lighting circuit.

Switching of lighting circuits is usually such that the inside rows of outlets are controlled separately from the outside rows, making for economy of operation. The nonsymmetrical, offset arrangement of outlets, to simulate natural light from the left, is of doubtful practical value; it has the drawback of peculiar appearance and does not often fit in with the architectural treatment.

It may not be necessary to mention outlets for secondary clocks, program bells, radio, loud-speakers, or even automatic light control which has recently been developed. What the future may bring in these directions no one knows, but it is better to provide too much than too little.

Science laboratories need especial treatment and often a separate main feeder is required. Rotary converters, special switchboards, individual table circuits, heater circuits, battery-charger circuits, etc., are all quite common to the modern laboratory. On account of the multitudinous and inexpert use of many of the devices in the laboratory, it would seem the better part of wisdom to install separate switchboards and to provide automatic circuit breakers for those circuits frequently or likely to be subject to overloading. Plenty of carrying capacity should be provided, as peak loads are likely to be quite frequent and the demand factor high.

The domestic-science laboratories should also be on separate circuits. Electric stoves and ranges are common and the maximum demand is likely to be large. Convenience outlets should be plentiful and of good capacity. Those for pressing or ironing service should be provided with visual indicating switches of the red light or other type. All portable appliances should be provided with the new type reinforced non-kinking cords — ordinary lamp cord is, of course, ruled out. Heater cords for irons should be of the asbestos type. All cord should have the bracelet lable of the Underwriters Laboratory attached. And let us not forget the refrigerator outlet, if it is to be of the electric type, which it probably will be.

Other Services

Then there is the cafeteria. Electric service for many purposes and appliances is increasing and here again the maximum demand may be very heavy, especially in large schools. Kitchen appliances are usually not of the home variety but are of the heavy-duty type. So plug outlets need to be larger than customary and many of them. Give them plenty of capacity as in other instances.

The motion-picture booth — and, of course, that has been provided for — needs particular attention at the hands of the electrical engineer. On account of the load imposed by the arc lamps, motor generators, etc., large capacity is needed as well as equipment at least equal, or better, than that specified by the N.E.C. Flexible cords are especially subject to criticism unless of the hard-service kind. Pin connectors are to be preferred to the usually found small, flat-blade type. Hazards are evident at any rate and the best equipment is none too good. Due to the inflammable films used, special care must be exercised and all safeguards provided, such as automatic shutters, etc.

The athletic department, with its gymnasium, shower, and locker rooms, etc., needs more attention than is given to it as a rule. We still have and use exposed lighting fixtures instead of the flush-surface type; and by the way, the light distribution leaves much to be desired to judge from field observation. Shower rooms are still treated as ordinary spaces, while the excessive moisture and sprays call for waterproof fixtures and great care in workmanship. The swimming pool should receive attention and provisions, for underwater lighting are quite in order.

The writer recently checked over some plans including a corrective and orthopedic gymnasium and did not find a single outlet which could be used for attaching the numerous appliances found in such rooms.

And while we are discussing this matter let us pay some attention to the medical-inspection suite, the dental clinic, and the emergency rooms. All of these need special treatment electrically, which is oftentimes forgotten; the load may be considerable; with X-ray machines, heaters, sterilizers, therapeutic appliances, etc., all requiring an adequate current supply. A lot of convenience outlets should be supplied.

If an athletic field is adjacent to or controlled from the school building, it is likely to be used for community purposes and night games will probably be held. In that case, better add another 10 to 25 k.w. to your proposed load, depending upon the size of the field. However, it may be an outside consideration and thus supplied from a separate service.

Stage Lighting

Probably the toughest job for the designer is that connected with the stage equipment of a school auditorium. In some cases he may be given a free hand and "money is no object." But the reverse is more likely to be the case. Limitations are imposed, both those of space and finances, and in sheer desperation he attempts to compromise with a champagne appetite on the one hand and a soda-water appropriation on the other. We have all been confronted with the same situation and alternative and we all have seen the results.

If a stage-lighting service is to be installed, it should be done right or not at all. The switchboard should by all means be of the dead-front type — remote controls are first class. All wiring should, of course, be in metal and one of the worst offenders in this direction are the footlights. Even in modern buildings, we find wooden troughs lined with flimsy tin, homemade, disappearing troughs with their hazards, even cord wiring — and as to grounding of even the tin, not a chance. The safest plan is to purchase fixtures approved by the Underwriters Laboratories.

Border and proscenium sidelights are also frequently defective, while common cords and unprotected cables often serve them. Stage pockets of an approved type are, however, common but the overloaded "convenience" outlet may still be found; as portable arcs, spots, and lens lamps are frequently used, a goodly number of approved stage pockets should be provided. Dimmers need special protection and should be so connected that they will be dead when their circuit switches are open.

We frequently find small stages in gymnasiums and assembly halls or auditoriums which "will never be used for plays or theatricals so we need no electrical equipment." The writer is a confirmed pessimist and skeptic so far as this statement is concerned; it just doesn't work out that way. Of course they will use the stage for plays, etc., or why build one at all! So it becomes necessary to provide at least dead-end, roughed-in service, with plenty of conduit capacity at least so that later service wires may be drawn in. This will avoid temporary feeder connections in an emergency. Better be safe than sorry.

Other Service Needs

As school buildings are increasingly used at night, proper exit and corridor lights (on separate circuits) should be installed. Additional emergency lighting equipment should be provided to permit persons to leave a building safely in case the main fuses blow out, or regular service is interrupted. Safety requires that these circuits be cut in ahead of the main fuses or provided with cut-in switches to an emergency service, such as a local power plant, storage battery auxiliary, etc. In large school plants this latter service may be set up as a requirement; in smaller buildings emergency service may not be so necessary although it is always desirable.

The signal and communication systems are too frequently neglected so far as engineering service is concerned. The wiring should be in conduit the same as other types of service, even if a low-voltage system only is involved. Drawing in signal wiring with power and lighting service is indefensible. Proper types of transformers should be used; they may readily be obtained for any voltage and service. Only recently the writer asked that a test fire alarm be given in a building and found it impossible to do so as the circuit was connected with the local fire department (an excellent thing) but no means were provided for cutting out the department or substituting local service for fire drills. And in the final analysis no cut-out should be permitted in such an instance, but a separate local system for fire drills should be provided. The setoff may well be in the principal's office and break-glass stations used for the real thing.

The item of vacuum cleaning should not be forgotten. If a common turbine is to be used, an electric service connection is all that is required. Otherwise corridor outlets for portable cleaners will be needed.

The administrative offices should be the nerve center of the electrical and mechanical systems as well as that of the educational. That means master clocks, both time and program, independent room telephone communication, radio control for room and auditorium speakers and station pick-up, master temperature indicator, fire-alarm setoff, etc. Even if all of these are not installed immediately, yet provisions for them should be made.

Temporary Wiring Not Recommended

The writer desires to take up the matter of "temporary wiring." Schools are particularly apt to have a large number of amateurs who do a good deal of "monkeying" and there are plenty of occasions for it. We have exhibits, some special feature is put on in the gym or some room, which requires electric service; the laboratory is a prolific source of this temporary stuff as well as the stage, and teachers often permit these youngsters to do the work. The kind of wiring that is done, the odd ends and junk that are unearthed and used, the manner of splicing and connecting are amazing even if ingenious. The hazards are evident and this feature again shows the need of *capacity*

(Continued on Page 78)

The *Supervision of Instruction* by the Superintendent

J. Henry Highsmith[1]

When the word *supervision* is mentioned in some quarters and by some individuals, it is done with bated breath, and the discussion is carried on with an air of, "Behold, I show you a mystery." Some persons seem to think that there are magical elements in the supervisory process and that only wizards possess the key to this enigmatical situation.

There is no mystery about supervision. Some aspects may be profound and difficult, but it is not mysterious. It is exceedingly practical and comprehensible. It is true, however, that supervision is superior vision. It involves insight, foresight, and oversight. It consists of a penetrating gaze, a forward look, and composite, complete, or comprehending vision. Some persons will never make supervisors because they haven't the seeing eye. It matters not the cause of the supervisory nearsightedness, farsightedness, and astigmatism; unless the individual possesses this superior vision he cannot see the kingdom of the superior teacher which is the field of supervision.

Three Causes of Failure

The superintendent, all too frequently, cannot supervise for three reasons: (1) ignorance, (2) lack of time, (3) failure to realize the need for a planned program.

1. *Ignorance.* Some superintendents cannot supervise simply because they have no superior vision; never having learned, they cannot see. In order to supervise, a superintendent must know the aim of supervision which is the improvement of instruction and learning; it is absolutely necessary for him to know good teaching when he sees it. If he cannot distinguish between good and bad in a teacher's performance, if he has no proper standards or criteria by which to judge the effectiveness of one's teaching, the superintendent cannot possibly assist the teacher, and if he insists upon having his own unreliable notions carried out, he may actually stand in the way of the teacher's progress.

What should the superintendent as supervisor know? The complete answer to this question is too long a one to undertake here, but a few suggestions may be made. The superintendent who is a superior should know:

- The philosophy and science of education;
- The principles, problems, and accepted procedures of both school administration and supervision, for they are vitally related;
- The principles of general method and familiarity with special methods in at least a few fields;
- Psychology of childhood and adolescence and the psychology of learning and social psychology;
- The accepted procedures of practical research;
- The fundamental facts about tests and measurements;
- The problem of curriculum-making and course-of-study building;
- School and child hygiene, particularly mental hygiene;
- Methods and technique of child accounting;
- Principles underlying leadership and co-operation.

It goes without saying that the superintendent must be a person of broad scholarship, attractive personality, and inspirational leadership in addition to all the professional requirements already suggested. It goes without saying, also, that far too many men and women come into superintendencies of schools and therefore into supervisory positions without adequate pre-service training. These are seriously handicapped all their days.

There are three sources of ability to successful supervision — heredity, training, and successful experience. Without such qualifications the superintendent cannot supervise, no matter how worthy be his motives or how commendable his enthusiasm and efforts.

[1]Director, Division of Instructional Service, Department of Instruction, Raleigh, N. C.

Time and Its Wise Use

2. *Lack of time.* The pressure of administrative duties. The demands upon the superintendent's time for other things constitute a real though not valid reason for failure to supervise his teachers. Recognition of the fact that what goes on in the classroom is a matter of supreme importance would lead many a superintendent to schedule his time in such manners as to provide for supervision. If the school is to be judged by what happens when a teacher directs the activities of her class of 30, 40, or 50 pupils, the superintendent is under obligation to spend at least a part of his time in finding out what is happening to those boys and girls. A due regard for relative values, if teaching is the most important aspect of school-work, will compel him to place first things first in his thought, interest, and the distribution of his time.

Some superintendents have spent so much time in the past few years on PWA and WPA projects and other federal enterprises that they have not been able to devote the necessary time to supervision. Many gymnasiums have been constructed, and properly so, but such projects have taken too much of the time of the superintendent. Some superintendents spend an undue amount of time on their duties as public welfare officers to the neglect of their duties as supervisors. A sufficient and proper regard for relative values would result in a shifting of emphasis from construction to instruction.

It has been ascertained that superintendents in school systems having from 8 to 12 teachers devote not quite 7 per cent of their time to supervision; in school systems with 13 to 26 teachers the superintendents spend about 15 to 18 per cent of their time in supervision. The average superintendent spends perhaps about 12 per cent of his time, or about 40 minutes out of a six-hour school day, in supervision. Some thoughtful schoolmen and women are of the opinion that the superintendent should spend at least one third of his time in supervision. It is generally agreed that increased time may be found for supervision if superintendents will spend less time on classroom teaching, clerical duties, and political activities. Some of them need to spend more time in the classrooms and less in their offices. Offices sometimes are splendid places in which to loaf.

The Planned Program

3. *Failure to realize the need for a planned program.* Lacking perspective, the superintendent often fails to comprehend the situation and therefore neglects some essential element. He fails to realize his supervisory responsibilities. Supervisory plans are absolutely essential. These plans will consist of definitely stated objectives, clearly outlined means for achieving these objectives, and a statement of measures by means of which these outcomes are to be evaluated. A definite schedule — a daily schedule of and for supervision is an absolute essential.

If the superintendent is responsible for supervision which "has for its object the development of a group of professional workers who attack their problems scientifically, free from the control of tradition and actuated by the spirit of inquiry," how can it be done?

The superintendent may do at least a part of it himself within the time limits already suggested. Most assuredly he can do some of the worth-while things which good superintendents themselves have suggested:

- Inspect instruction.
- Confer with individual teachers.
- Plan and direct teachers' meetings.
- Initiate new teachers.
- Criticize instruction.
- Plan and direct a testing program.
- Distribute teachers' loads.
- Suggest professional reading.
- Establish sane and uniform marking system.
- Suggest devices for teachers.
- Help teachers solve special problems.
- Direct curriculum construction (at least explain curriculum to staff).
- Enroll teachers in teacher organizations.
- Confer with principals and supervisors.
- Adjust pupil-teacher difficulties.
- Examine teachers' marks.
- Inspect daily schedules of teachers and to the extent of his ability instruct teachers in methods.
- Arrange for correspondence and extension courses for teachers.

As an illustration of what a superintendent can do in developing a program, I quote the following from a county superintendent's letter received at the close of the session 1935–36: "The schools of the A-County Unit made an effort to carry out correctly the state-wide seventh-grade examination. The outline of 'Suggestions for Determining Seventh-Grade Promotion' were distributed to the seventh-grade teachers, who used them for checking their work. . . . The week before the examination was given on April 9, the principals met, studied 'Directions for Administering' and agreed to use the same method, where there was indifference of opinion, in administering and correcting the examination. My office supplied manuals which were helpful. Each principal gave the examination to his seventh grade. Dr. M. invited the principals, the seventh-grade teachers, and myself, to attend his extension class in Monroe when he discussed the use of the test results. Following this meeting, the A-County Unit and the M-City Unit met and worked out our results. The lowest 15 per cent were regarded as doubtful for promotion. In such cases, the child's work and the teacher's judgment of his ability to do high-school work were deciding factors."

As an illustration of what one county superintendent proposes to do about teachers' meetings as a supervisory device, let me give his program for the coming year:

Sept. 2: County-wide teachers' meeting.
Theme — Beginning a new school year.
Sept. 26: County-wide teachers' meeting.
Theme — The state course of study. Place of meeting is designated for each group of teachers and persons responsible for program are indicated.
Oct. 31: Same as Sept. 26 meeting.
Dec. 5: Place and theme same as previous meeting.
Feb. 13: Place and theme same as previous meeting.
March 16: County-wide teachers' meeting.
Theme — Commencement and the Centennial.
Place — Whiteville.
Program in charge of all principals in county.

The Fourfold Function of Supervision

The superintendent or supervisor must know the fourfold function of supervision: inspection, research, training, guidance.

There are some supervisory agents who discount the value of inspection and discredit it as a means of supervision. The truth remains, however, that inspection affords the simplest and most effective means for a person with superior vision to diagnose conditions and discover problems which demand immediate attention and solution.

With reference to the research function of supervision, I am of the opinion that most supervisors in public-school systems will be forced to content themselves with the applica-

tion of research to their particular situations, leaving it to more favorable and fortunate schools, to carry on major projects in research. I agree that "research is a creative function," and that "only through this means can we evaluate the instructional process, keep it responsive to social needs, and in harmony with scientific knowledge." I agree, also, that the province of the supervisor is "to discover opportunities for improvement in materials and methods of instruction; to collect, digest, consolidate, and publish valuable data; to experiment with methods and materials of instruction which appear to be better than those in use; to measure results; to set up tentative standards and objectives; and to formulate the results of his investigations in such definite and practical terms that administrators and directors of instruction can use them," but my judgment is that we need to make known and put into practice the best practices which have been wrought out by those engaged in research in various fields or areas of education; to apply the results of research carried on in favorable situations where exhaustive research is neither practicable nor necessary to secure a more satisfactory condition.

If teachers were more nearly adequately trained, there would be less necessity for the training function of supervision. Unfortunately, however, the preservice training of teachers is not only deficient, but it is defective, and it becomes necessary, therefore, for the supervisor to provide in-service training for those who direct the educative process as it is carried on in the classroom. This training may take the form of conferences with individual teachers, meetings with experimental groups of teachers, visits to classrooms to diagnose difficulties or to make suggestions, distribution of bulletins and other instructional aids, and the organization of extension classes to supplement other training procedures.

The guidance function must be performed by the superintendent or some other agent, if better instruction and learning are to be secured. The physical setting, materials, and guidance prerequisite to effective classroom work must be provided. In doing this the superintendent supplements the teacher's previous training by providing him with suitable material for instruction, by helping him to measure the achievements of his pupils, by diagnosing his failures and suggesting remedial measures.

If the superintendent is fortunate enough to have some supervisors, he should make an effort to increase their effectiveness. Some superintendents have helped their supervisors and stimulated their growth by holding group conferences, conferences with individual supervisors to discuss individual problems and to suggest activities and procedures, by furnishing bulletins, professional books and periodicals, interschool visitation, and by requiring regular and special reports upon supervisory plans and procedures.

The superintendent should avail himself of the generally accepted means of supervision, using maximally those means which yield themselves most readily to his situation: (1) classroom visitation, (2) directed teaching, (3) demonstration teaching, (4) directed observation, (5) individual conferences, (6) teachers' meetings.

The use of these well-known supervisory devices by the superintendent will make it possible for him to achieve increasingly valuable results, and to realize the purpose of supervision which is the improvement of instruction and learning.

The superintendent may have academic and professional training, he may possess character, personality, and ability to teach, he may have tact, knowledge, and culture, but he needs inspirational leadership.

The Superintendents *at New Orleans*

February 20-25, 1937

A. L. Threlkeld, President, Department of Superintendence

The Mardi Gras is a great occasion in New Orleans. It usually occurs during the last week in February, but in 1937 the festivities end on Tuesday, February 9, thus affording Superintendent Nicholas Bauer his long-sought opportunity to invite the Department of Superintendence to meet in his city. The responsibility of choosing the place for the winter meeting rests with the Department's executive committee. Because the hotel and meeting-hall requirements are so great, the choice ordinarily is limited to a few cities. When it became known, at the end of the St. Louis convention, that New Orleans was extending an invitation for 1937, letters poured in from superintendents of schools all over the country, urging the selection of that city, and pointing out that no meeting had been held in the South during the past decade.

The New Orleans Municipal Auditorium, where general sessions will be held, has seating capacity for 7,500 persons in the main arena. Under the same roof are a number of smaller meeting halls, as well as space for 250 exhibit booths. The auditorium is within easy walking distance of the principal hotels.

The hotel accommodations in New Orleans are somewhat less than in Atlantic City, St. Louis or Cleveland. The downtown hotels were reserved to capacity by the end of July. Superintendent Bauer has organized a large citizen's committee to assist in solving the housing problem. Through the activities of this committee, ample accommodations in private residences are assured. Requests for reservations should be addressed to Sam Fowlkes, Chairman, housing bureau, New Orleans Association of Commerce, New Orleans, Louisiana. Some delegations are planning to charter Pullman cars for the entire trip, including occupancy at New Orleans during the convention period.

As usual, convention activities will cover a ten-day period. Beginning on Tuesday, February 16, and continuing until Saturday, a number of groups, such as the National Vocational Guidance Association, the National Association of Deans of Women, and the American Association of Teachers' Colleges, will be in session. The National Society for the Study of Education is varying its usual procedure by holding both of its meetings on Saturday. In the afternoon, the new yearbook on reading will be discussed. The evening session will deal with the general theme of International Understanding and will be based upon a yearbook now being prepared.

DR. NICHOLAS BAUER
Superintendent of Schools, New Orleans, Louisiana.
Official Host to the Department of Superintendence.

Registration and exhibits of the Department of Superintendence will be in full swing all day Saturday, February 20, and will continue until Thursday, February 25. The dinner of the Associated Exhibitors will be at the Roosevelt Hotel, Tuesday evening, February 23. President J. O. Bengston and Secretary R. J. Rountree of the exhibitors' organization have completed arrangements.

Superintendent Bauer and his associates are actively at work on convention plans. They are sponsoring several unusual program features. On Sunday evening, a Dixie Night program, featuring high spots of the South, will be held in the auditorium. Wednesday morning, members of the Department of Superintendence and their wives will be entertained at a "Rendezvous Aux Chenes Verts" — a meeting under the century-old oaks in City Park, during which breakfast will be served, followed by a program of historical significance.

Many letters have been received asking if there will be an opportunity to see anything of the Mardi Gras. Arrangements have been completed to reproduce one of the most colorful features of this festival on Thursday afternoon, February 25. There exists in New Orleans a carnival organization made up of children of the public and parochial schools. It puts on the streets of New Orleans at Mardi Gras time a parade including fifty or more floats. For three and one-half hours, convention visitors will be entertained by this Parade of the Krewe of NOR, a spectacle of New Orleans Romance. Thus the convention will end, leaving in the memory of the educators a final vision of many children happily participating in a festival typical of their fine old southern city.

There is much to see and much that is unique in New Orleans. From the principal hotels to the Old French Quarter of the city is but a short walk. Here was the home of the Creoles — proud people of mixed French and Spanish descent. All around are buildings erected a century or more ago, with balconies of wonderful hand-wrought iron which was hammered out by Negro slaves. The streets are narrow and places of interest close together, so that experienced visitors do their sight-seeing on foot.

The guidebook contains suggestions enough to occupy the stranger for a week or more. If time is short, one should at least visit the Cabildo, seat of the French and Spanish colonial governments, with its notable museum collections. It faces Jackson Square, named for Andrew Jackson, hero of the battle of New Orleans. Near by is the Napoleon House, where, according to tradition, it was planned to provide a home for the Emperor had his rescue from exile on St. Helena been accomplished. Other well-known places are the St. Louis Cathedral, the Apartments of Baroness Pontalba, Pirate's Alley, the Old Absinthe House, the old French Market, the original Ursuline Convent, the old Hall of Mortgages, and the Paul Morphy House.

Tentatively, the general program will be as follows:

Saturday, February 20

Registration and exhibits — Municipal Auditorium 2:00 p.m. and 8:00 p.m. — National Society for the Study of Education.

Sunday, February 21

8:00 p.m. — Dixie Night

Monday, February 22

9:30 a.m. — General Session
8:00 p.m. — General Session

Tuesday, February 23

9:30 a.m. — General Session, including business meeting
8:00 p.m. — General Session

Wednesday, February 24

7:30 a.m. — Complimentary Breakfast under the Oaks
10:00 a.m. — General Session
8:30 p.m. — General Session

Thursday, February 25

9:30 a.m. — General Session

GENERAL EXTERIOR VIEW, BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
Royer, Danely & Smith, Architects, Urbana, Illinois.

The *Bloom Township* High School

Chicago Heights, Illinois

Roswell C. Puckett[1]

The Bloom Township High School, although not entirely completed, was first occupied in February, 1934, after many financial difficulties due to the moratorium on the payment of taxes in Cook County. Bonds for the building were voted in 1928, but the construction was held up by an injunction for a period of fifteen months. By this time the increase in the enrollment had become so great that the board of education realized the original bond issue of $760,000 would not be sufficient to construct a building to meet the needs of the community. By an increase in the tax rate, the board hoped to be able to supply enough additional money to pay the additional expenditures beyond the bond issue. As a result, the present building was erected without an auditorium, at an expenditure of approximately a million dollars. During the past five years the enrollment has increased from 1,200 to 1,800, and is still growing, so the wisdom of the board's action is apparent.

Construction was begun in 1930 and the building was almost completed, when the tax moratorium made it impossible for the board to make payments to the contractors, and as a result the work was stopped. The building stood idle for a year and a half until a small payment of money induced the contractors to complete enough of the work to permit its use.

The Building

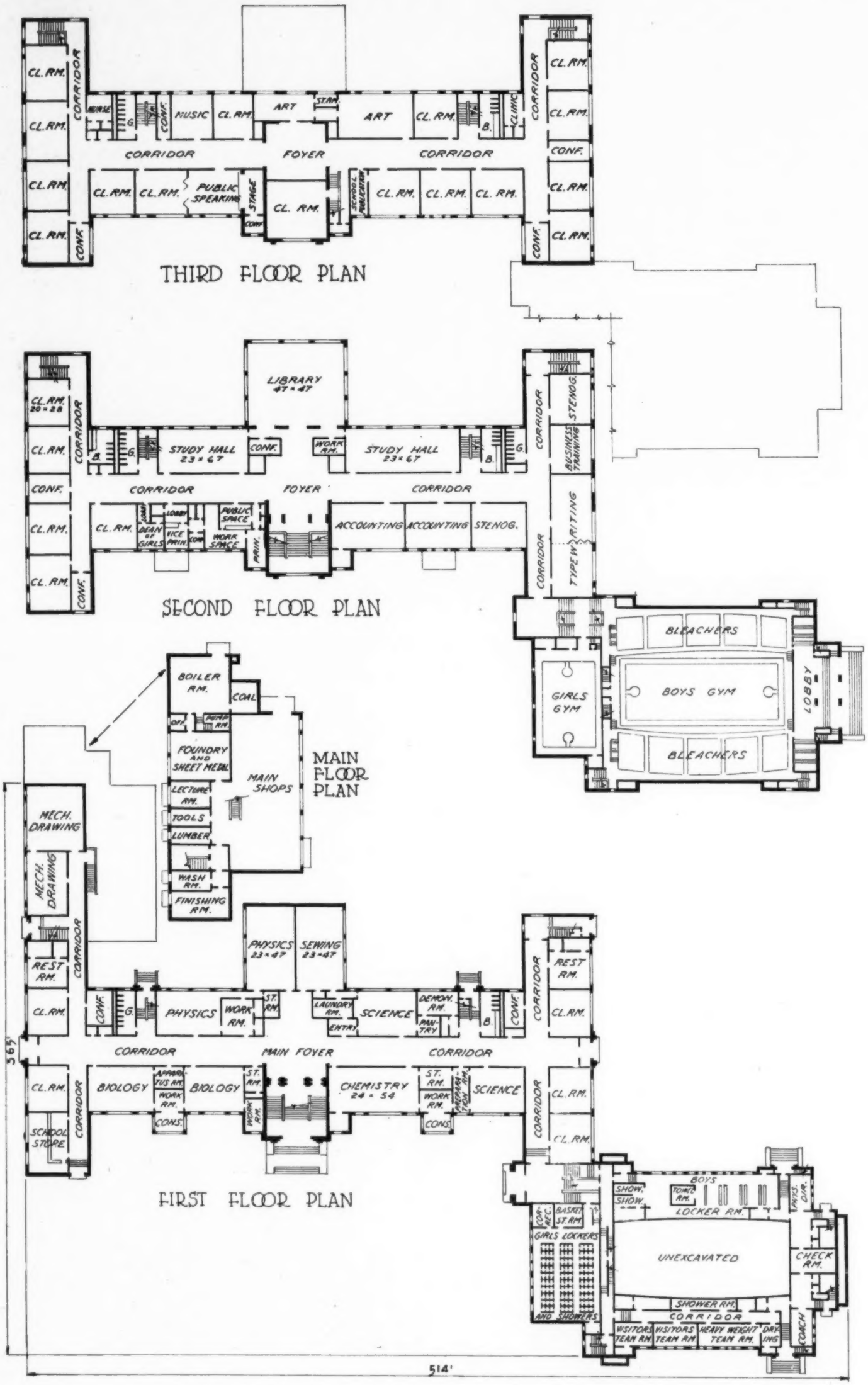
The new building is on a 24-acre site, at the north edge of the city limits of Chicago Heights. It is constructed of gray brick, with terra-cotta trimming. The central part of the building houses the main instructional work and is three stories high, with a cafeteria, band and orchestra rooms forming the fourth floor. The industrial-arts department and heating plant form a unit at the northwest, one floor below the lower floor of the academic building. The boys' and girls' gymnasiums are in a two-story unit, at the southeast corner of the building.

The tower, facing south, is designed from the standpoint of use as well as of architecture. The top part of it contains the air-induction fans used in the ventilating system. Below these, on the third floor, is a large girls' clubroom, and below that is the main-entrance foyer.

The home-economics, chemistry, physics, and biology laboratories and a few classrooms are located on the first floor. The offices are on the second floor to the left of the main entrance.

THE GYMNASIUM OF THE BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
The room is used at present for auditorium purposes.

[1]Principal, Bloom Township High School, Chicago Heights, Ill.



FLOOR PLANS, BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
Royer, Danely & Smith, Architects, Urbana, Illinois.

The Library

The library, accommodating 200 students, is located on the second floor, opposite the main front entrance, with a study hall adjoining it on both the east and the west sides. Each of the study halls seats 175 students; one is used for the freshmen, and the other for upper-class students who have failed in any subject the preceding semester. All other upper-class students may study in the cafeteria during any hours except the lunch periods, or they may go outside the building if they wish.

The Classrooms

Each room is equipped with a telephone, connected with the main switchboard in the central office, which is arranged so that communications may be had with all of the rooms at one time. There is a complete set of conduits for the future installation of a radio and broadcasting system, with outlets in every room.

Each classroom is equipped with a built-in bookcase and two letter-size filing drawers. The commercial rooms and all laboratories are equipped with built-in cabinets for notebooks and individual student equipment.

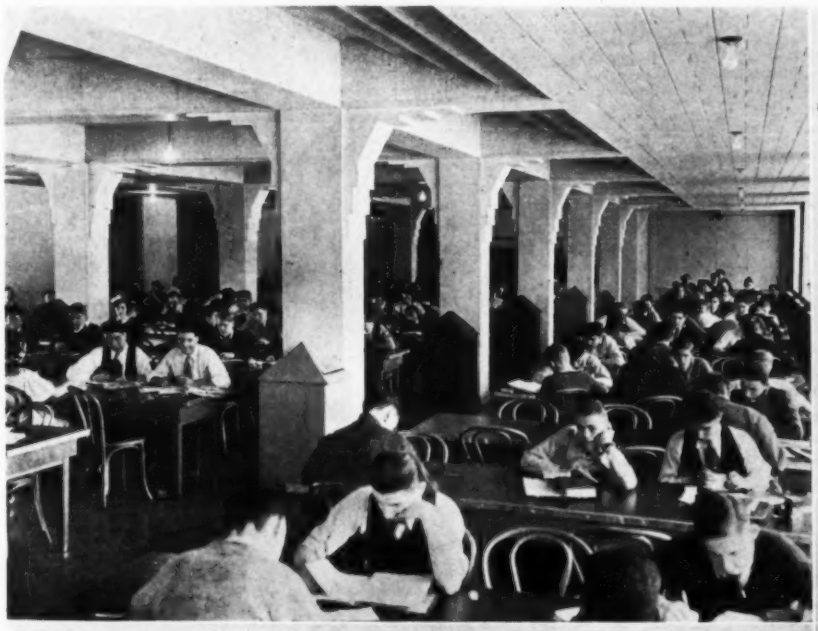
The floors in the classrooms and the central part of the halls are a combination of gray and black asphalt tile. The border of the halls, all stairs, landings, and toilet rooms are of terrazzo. In the library and offices, a cork tile has been used; while the cafeteria has a composition floor which takes a high polish and is serviceable for school parties and dances. The walls and ceilings of the classrooms and corridors are hard plaster, except in the offices, library, public-speaking, and typewriting rooms, where the ceilings are of cork.

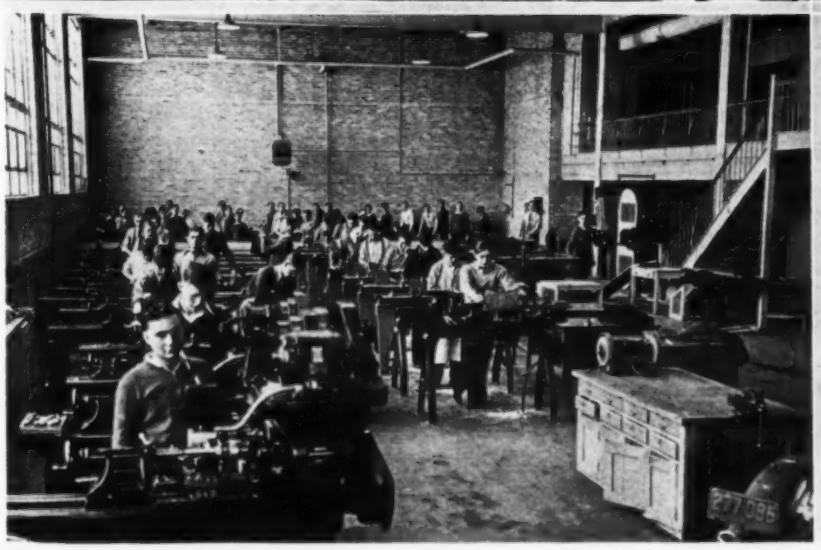
LIBRARY, BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS

The lockers are of the built-in type, painted gray to blend with the flooring and the terrazzo wainscoting. A part of the ventilating system ventilates these lockers.

The heating is of the dual type, with both hot air and steam. The steam supply is of the down-feed type, with supply mains in the attic. Thermostatic control is insured in all rooms by means of a push button which gives individual control whenever necessary. Unit ventilators are used in the offices, so as to be separate from the hot-air system for the rest of the building.

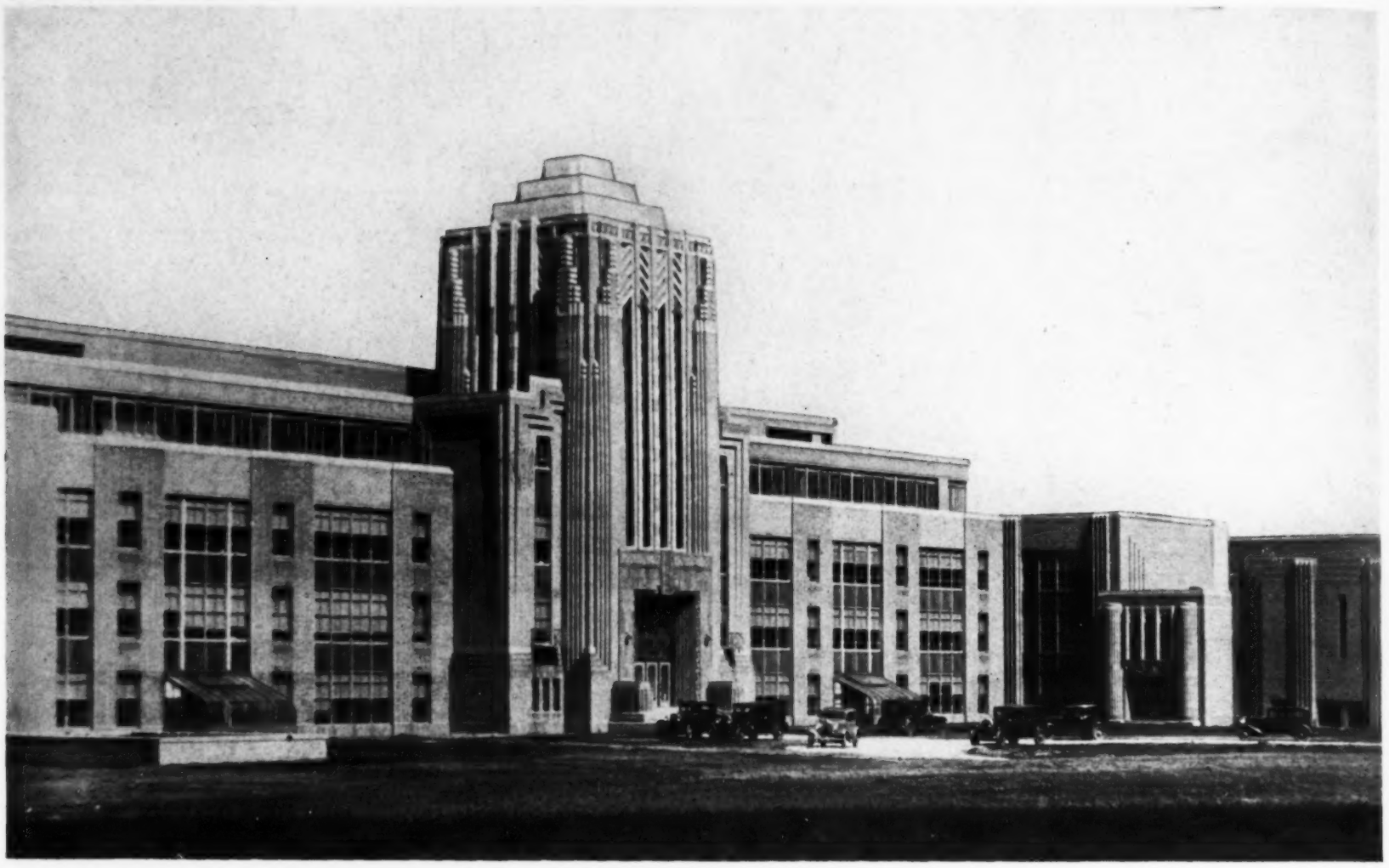
There are three larger steel boilers, with automatic stokers, any two of which have proved to be adequate to heat the entire build-



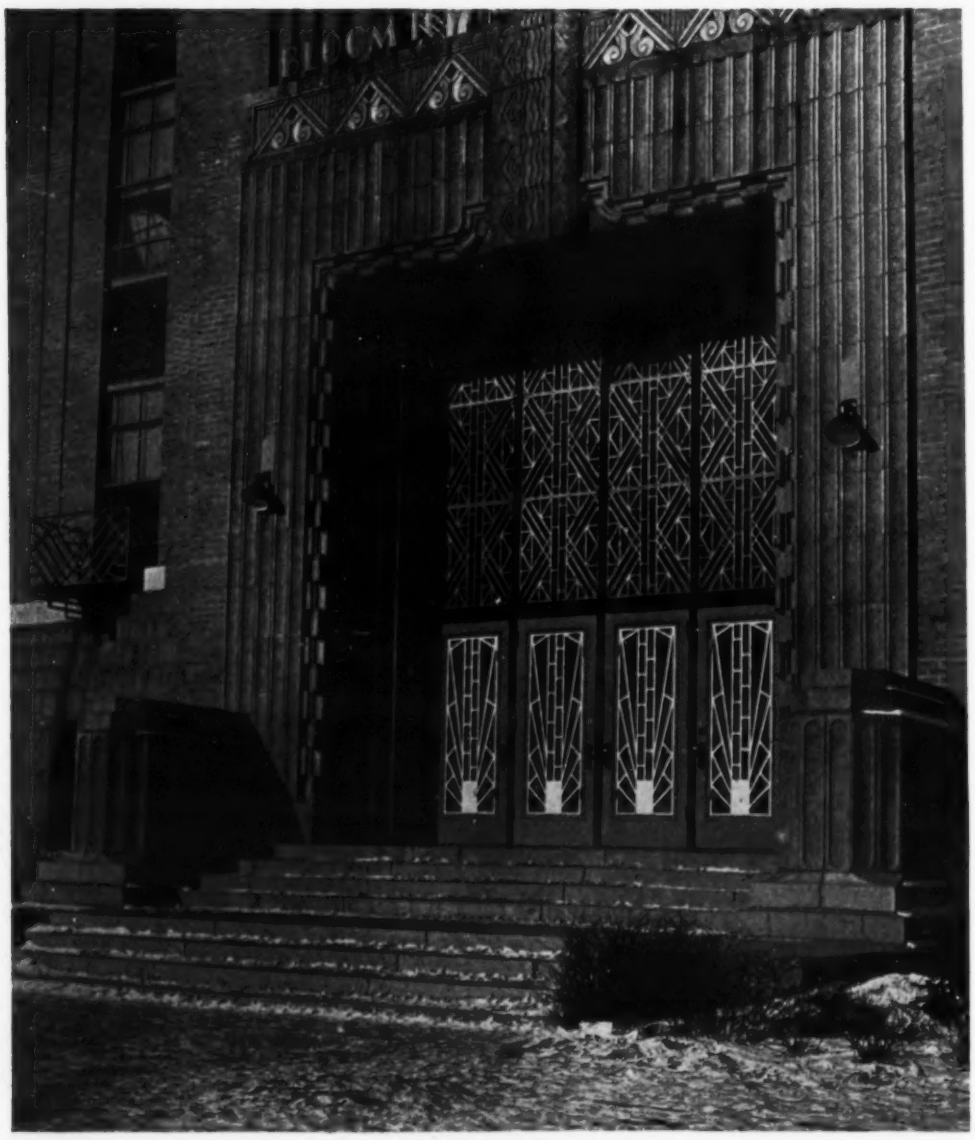


Upper left: The cafeteria is treated with a sound-absorbing ceiling so that it may be used before and after the daily lunch periods as a study hall and meeting place.
Lower left: General Shop.
Upper right: A Sewing Room.
Lower right: A General Science Laboratory.

VIEWS IN THE BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
Royer, Danely & Smith, Architects, Urbana, Illinois.



THE CLASSROOM UNIT, BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
Royer, Danely & Smith, Architects, Urbana, Illinois



FRONT ENTRANCE, BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS
Royer, Danely & Smith, Architects, Urbana, Illinois.

ing with a temperature of 20 deg. below zero. Provision has been made for the installation of a fourth boiler if future additions to the building make this necessary.

Because the water in Chicago Heights is strongly alkaline, containing much iron with a hardness average close to fifty grains, a 10,000-gallon, two-unit water softener has been installed. The softened-water system, used only in the hot-water supply, is of copper tubing wherever the plumbing is concealed.

The Auditorium-Gymnasium

The boys' gymnasium, which serves as an auditorium, is designed to seat 1800. The showers and dressing rooms for the athletic teams are below the bleachers on one side, and the showers and dressing rooms for physical-education classes are below the bleachers on the other. The latter room is equipped with basket trucks which roll back into recesses behind the locker doors when not in use.

In order to make the gymnasium more adaptable for auditorium purposes, it was constructed with roof trusses in such a way as to avoid the use of any posts. A large balcony at one end serves as a stage for speakers, the presentation of assembly programs, and as a place for the band during basketball games. There is a cork ceiling which makes the place satisfactory for auditorium purposes, and a cork wainscoting extending around the playing floor prevents injury to the players.

The girls' gymnasium, which is similarly equipped with a cork ceiling and wainscoting, has a small balcony. The girls' shower room, directly below the girls' gymnasium, is equipped with 32 showers with a shower head for every two girls, and individual dressing rooms. Their equipment is kept in a basket checkroom.

(Concluded on Page 76)

GENERAL EXTERIOR VIEW, WASHINGTON GRADE SCHOOL, MANISTEE, MICHIGAN
Robinson & Campau, Architects, Grand Rapids, Michigan.

A GRADE SCHOOL COMPLETE

The new Washington Grade School at Manistee, Michigan, is the result of long-range planning for both the educational improvement of the city schools and the economical financing of the capital investment. The building was first recommended in 1924 when a local survey by the Michigan State Department of Public Instruction called attention to the educational advantages to be derived from discontinuing two small frame buildings erected respectively in 1870 and 1890. The financial planning for the structure was begun at the time the original recommendation was received and was actively reopened in 1931 when the board unexpectedly came into the possession of $18,000 from delinquent taxes and was able to set aside this sum in a building fund. In 1933 the project was brought within the range of realization following the announcement of the PWA program under which the Federal Government would provide 30 per cent of the construction cost of needed school buildings. An application for a loan and grant was made, and competent school architects were employed to prepare plans based on the superintendent's outline of the educational and administrative needs to be met by the building. In January, 1934, additional taxes were levied, bonds were authorized, and the site was purchased. While waiting for the approval of the project from Washington, one of the frame buildings was dismantled and the new site was graded.

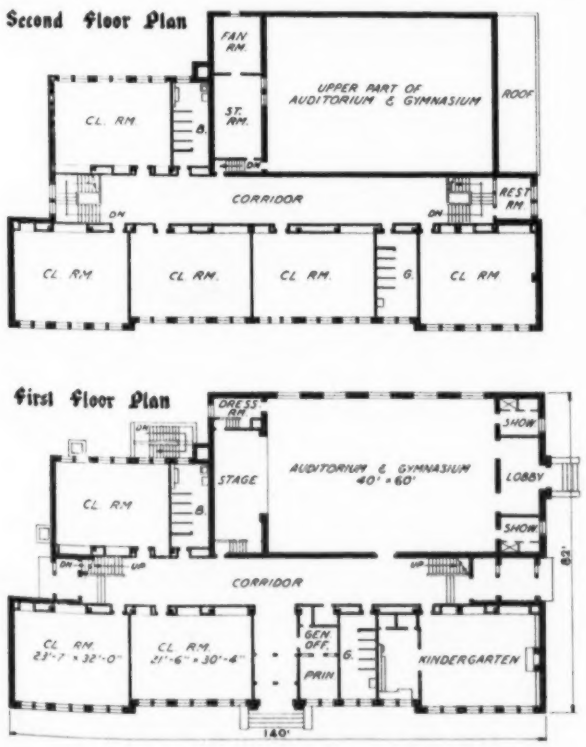
The construction of the building was begun in March, 1935, and completed in December of that year. The building is without basement except for a small area in which the heating apparatus, including the boilers, fuelroom, and janitor's workroom are located.

On the first floor there is an auditorium-gymnasium measuring 40 by 60 feet, with a stage measuring 16 by 30 feet. The room has a separate entrance and lobby, and has adjoining it dressing rooms and shower rooms for boys and girls.

On the same floor there are three classrooms, a kindergarten with a workroom adjoining, offices for the principal, and boys' and girls' toilets. On the second floor there are five classrooms, toilets, a large storeroom, and a restroom for the teachers. The total pupil capacity is 300.

The exterior of the building has been completed in a simplified modernistic style with buff brick

(Concluded on Page 75)



FLOOR PLANS, WASHINGTON GRADE SCHOOL, MANISTEE, MICHIGAN
Robinson & Campau, Architects, Grand Rapids, Michigan.
The corridors are made exceptionally wide to meet regulations.

KINDERGARTEN, WASHINGTON GRADE SCHOOL, MANISTEE, MICHIGAN
The kindergarten is fitted with an inlaid linoleum floor and has a fireplace in which logs blaze merrily on cold winter days.

Planning and *Equipping Classrooms* for Orthogenic Backward Children

Edna M. Kugler[1]

Classrooms for exceptional children should meet state standards governing the housing of all public-school pupils, in addition to any specific classroom requirements necessary to meet the needs of particular groups. This article is concerned with the planning and equipping of classrooms for the orthogenic backward (mentally retarded). Whether the rooms are specially designed or are being reconstructed, careful consideration should be given to:

1. The location of the room.
2. The floor area.
3. The maximum number of pupils to be enrolled.
4. The range of their physical ages.
5. The program of study.
6. The type of equipment required.
7. The storage facilities.
8. The possibilities for attractive decoration.
9. Unusual appointments.

1. *The Location of the Room.* Health and physical education are important for normal children. They are even more important for the orthogenic backward. The prevalence of malnourishment among these pupils and the limited facilities in their homes for the maintenance of desirable standards of personal hygiene and health, indicate that the entire daily program should cater to the building of better bodies and the development of good health habits.

The physical properties of the special classroom and its equipment should minister to the attainment of this objective. In locating this room in a new structure, as well as in a building already constructed, preference should be given to a room having the greatest amount of window area admitting direct sunlight, from a southern exposure, if possible.

A location should be selected which offers the least disturbance to the regular grades, incident to the noise of the manual and physical activities of the special class.

There should be adequate play area indoors, as well as outdoors. The room selected should be sufficiently large for indoor competitive games, formal physical exercises, and free play, if no other indoor space is available for this purpose.

Frequently adequate facilities for personal hygiene are lacking in the homes of these pupils. Hot and cold running water in the classroom, or near by, and, whenever possible, showers conveniently located will aid in the improvement of personal appearances and the development of better health habits.

Sanitary and conveniently located basement rooms, with adequate window area, floor space, heat and ventilation, and with a sunny exposure, may be used, if other suitable rooms are not available, and if such rooms are approved by the state agency responsible for the enforcement of safety and sanitation regulations.

Care should be exercised not to so isolate the orthogenic backward that they acquire the feeling of being an excluded or ostracized part of the school organization. This suggestion does not apply to centers occupying an entire building but even in such instances, opportunities should be sought to lessen any feeling of being different from the children of the regular grades.

2. *Floor Area.* For the maximum enrollment of an orthogenic backward class, a smaller than ordinary classroom would suffice, but because of the nature of the educational activities, more floor area is required than for a regular grade. This is clearly indicated in the accompanying sketch of a suggested layout for a single unit of an orthogenic backward class.

3. *The Maximum Number of Pupils to be Enrolled.* The maximum enrollment of classes for the orthogenic backward has been fixed in Pennsylvania by the State Council of Education at eighteen. This indicates the number of tables and chairs to be provided for pupil use.

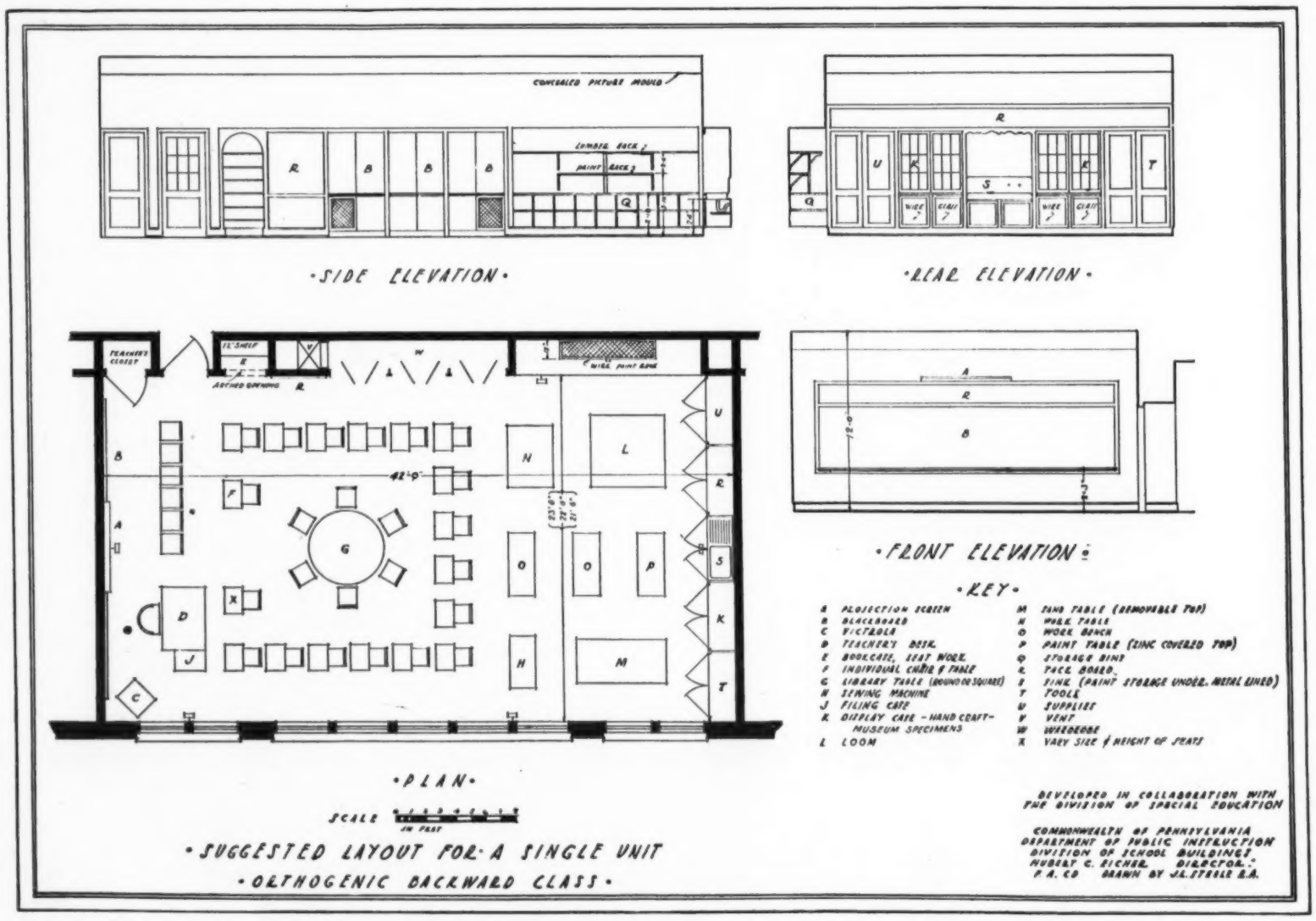
Tables are suggested because table tops provide a far more satisfactory working surface and can be used for a larger variety of activities than the tops of desks or desk chairs.

Individual tables lend themselves to better classroom organization and management than tables seating two or more. Strong, well-made posture chairs with saddle seats are recommended. All tables and chairs should be equipped with domes of silence.

4. *The Range of Physical Ages.* The single-unit special class usually enrolls pupils ranging chronologically from six to sixteen, with a corresponding wide range of physical development.

To properly accommodate the size of pupils, at least four different table and chair heights

[1]Adviser in Special Education, Department of Public Instruction, Harrisburg, Pa.



FLOOR PLAN AND ELEVATIONS FOR A CALSSROOM UNIT—ORTHOGENIC BACKWARD CLASS
Prepared under the direction of Dr. Hubert C. Eicher, Director of Division of School Buildings, Pennsylvania State Department of Public Instruction.

should be provided. If eighteen tables are supplied for the average group, these should be without boxing so that the tables can be nested. Measurements that permit nesting are as follows:

Height	*Top*
22 in.	26 x 18 in.
24 in.	30 x 20 in.
26 in.	34 x 22 in.
28 in.	38 x 24 in.
30 in.	42 x 26 in.

If 20 strong, well-made chairs are supplied, these should be 12, 13½, 15, 16½, and 18 in. in height. Rubber tips, or domes of silence, are required on all legs.

Variety of Activities in Daily Program

5. *The Program of Study.* In addition to health and physical education and the development of literary knowledges and skills, the daily program of the orthogenic backward includes instruction in a wide variety of manual activities, such as desk loom weaving, hand- and foot-power weaving, many types of woodwork, hand and machine sewing, cooking, paper construction, chair seating, leathercraft, metalcraft, and other manual activities of educational value, as well as the construction of miniatures and models used in correlating and motivating academic instruction. Such a program requires a variety of equipment and raw materials difficult of orderly and convenient arrangement unless sufficient storage facilities are available.

6. *Type of Classroom Equipment.* The equipment provided for the orthogenic backward should be sturdy and durable. Good craftsmanship, to a large degree, is dependent upon good tools kept in good condition. Poor tools snap and break readily and discourage the pupils. The most expensive equipment is not recommended, but all tools should be sufficiently strong and durable in quality to enable the pupils to achieve high standards of workmanship. Also tools of good quality, if properly cared for, will last longer than those of an inferior grade.

The statement of the minimum equipment for a single orthogenic backward class referred to above is followed by a suggested list of additional equipment and supplies, and a list of handcraft tools and materials for manual activities which are usually developed in classes of this kind. This list is not intended to be complete but is suggestive in character. New crafts, requiring new tools, are constantly being added by the special class teacher as she sees in them possibilities of educational value for her pupils. The variety of tools and materials should be governed by the needs of the pupils enrolled.

Training in Neatness and Orderliness

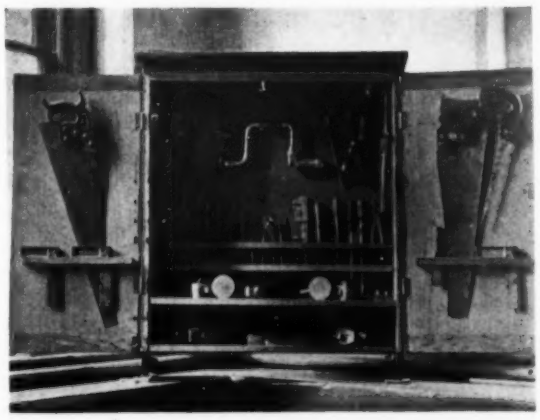
7. *Storage Facilities.* Unless ample storage facilities are provided, the special classroom may easily become very unsightly and disorderly in appearance. Training the pupils in the classification and organization of supplies for easy accessibility, and keeping them neatly and orderly arranged cannot become a part of the daily procedure unless adequate storage facilities are provided. Closets with shelves (preferably fitted with wooden boxes with hinged lids) will facilitate the proper storage and handling of raw materials for loom weaving, sewing, brushmaking, leather, and other crafts.

Reed and cane are somewhat difficult to store satisfactorily, especially where large quantities are purchased. There are at least three alternatives; (1) a corner closet in the classroom, or other convenient place, extending from ceiling to floor, with hooks in the top of the closet for suspending bundles of reed of various sizes; (2) a long, low, built-in chest (similar to a window seat) sectioned vertically as well as horizontally to keep the several sizes of reed or cane separated, with the lid opening the entire length and with one of the short ends of the chest open through which to pull the reed or cane as desired; (3) shelves or racks, outside of the classroom, on which the reed and cane may be laid horizontally.

BINS FOR STORING INCOMPLETE WORK OF CHILDREN IN ORTHOGENIC BACKWARD CLASS
The shelf above as well as the wall is used for displaying completed work.

Lumber Rack. A lumber rack or other suitable storage place is necessary when lumber is supplied in quantity.

Storage of Tools. Proper care of tools is fundamental to good workmanship. There should be a place for tools, and all tools should be in place when not in use. Tools may be cared for in several ways, depending largely upon the number. In a special class center, the manual-training room should be equipped with a large tool closet, whereas in an isolated orthogenic backward class, a small wall closet or cabinet will suffice. Some tools may be kept in the rack on workbenches, but drawers and chests usually are not satisfactory tool receptacles.



UNIT TOOL KIT FOR ORTHOGENIC BACKWARD MANUAL WORK
Constructed by a student in the special class, Lewistown, Pennsylvania. Miss Bertha Bortel, instructor.

Paint Closet. Cans of paint should be kept in a metal receptacle *when not in use.* In multiple-unit orthogenic backward centers, using a considerable quantity of paint, closets of galvanized iron are satisfactory for this purpose. In some instances, such closets have been made in junior-high-school shops. The metal-lined space between two or more closet shelves, or a large metal box, or can, will serve the purpose in a single-unit, orthogenic backward class.

Paint Table. Preferably all painting should be done in one part of the classroom, and whenever possible on a table with a metal top. If a metal-top table is not supplied, the surface on which painting is done should be protected with layers of newspaper.

Wet-Paint Shelf. A shelf with a base of wire-netting provides an excellent drying place for freshly painted articles. This device will prevent marring and rendering unsightly surfaces upon which painted objects otherwise would be placed. The open mesh of the wire permits the air to circulate freely around the newly painted surfaces, hastening the drying process.

Handling Unfinished and Finished Work

Individual Bins. Individual bins or sections for unfinished handwork will facilitate and improve classroom management. These are particularly essential when there are no other means in the classroom for storing unfinished handwork. There should be an individual section, or bin (measuring approximately 15 by 15 by 15 in.) for each pupil.

Shelves and Display Cabinets. Adequate space should be provided for the display of finished handwork, such as shelves built just above the blackboards. Cabinets with glass doors are more satisfactory for displaying handwork and keeping it free from dust.

A museum cabinet (preferably classroom made) for the display of natural-history specimens will stimulate the pupils' interest in the world of nature and increase their powers of observation.

Seatwork Table or Rack. The special class teacher will experience a need for a suitable place to keep seatwork, that it may be readily accessible to the pupils. A rather large table may be used for this purpose, but an open bookcase, a large library magazine rack, or a series of expansion pockets, constructed of wrapping paper and mounted on 22 by 28-in. poster mats, or fastened in a row on a long, low bulletin board, will be more satisfactory. A pocket for each member of the class, identified with his name, provides a convenient receptacle in which to place the daily seatwork in advance.

Filing Facilities. The teacher should have a suitable storage place, easily accessible, for filing the individual cumulative records of her pupils. The size will be governed by the number of pupils, i.e., one or two drawers may be adequate for a single class, whereas a metal filing unit of four drawers or more will be required for a multiple-unit center of five or more classes.

8. *Possibilities for Attractive Classroom Decoration.* All classrooms should lend themselves to attractive decoration. This is particularly true of the special classroom which the pupils usually occupy during their school life. The pupils, under the direction of the teacher,

MANUAL ACTIVITIES ROOM FOR SPECIAL CLASSES OF ORTHOGENIC BACKWARD CHILDREN, NORTHAMPTON, PENNSYLVANIA
The homemaking unit is enclosed at the right.

can do much to create an attractive and colorful environment. Outmoded lighting fixtures and similar equipment should be replaced with serviceable furnishings that will provide adequate light at the working surface. Unsightly walls should be redecorated in colors best adapted to classroom purposes. With this background as a starting point, the special class can be made an inviting place in which to live and to work. Bulletin boards and other facilities for displaying charts, posters, and pictures should be installed.

Unusual Appointments

Centralized buildings in localities where business has encroached on a residential section and lessened school enrollment, often have vacant rooms that can be used advantageously to accommodate pupils from several sections of

HOUSEKEEPING ROOM FOR ORTHOGENIC BACKWARD CHILDREN, NORTHAMPTON, PENNSYLVANIA

the community. These are usually larger than modern classrooms and in this way, also, lend themselves to special class use. Sometimes an additional vacant room is available, as at Northampton, Pennsylvania, where three rooms in the Central School Building have been assigned to two special classes. One room is used for academic instruction; the other two are thrown into one by completely removing the partition, and used for joint assemblies and for manual activities. As both rooms are large in floor area, it has been possible to construct the homemaking unit illustrated without cramping the space allotted for handicrafts.

With the assistance of the special class boys, the janitor removed a cloakroom partition running the length of the shop. This additional floor area permitted the construction of the unit within less than half the original floor area of the shop — now reserved exclusively for the boys, while the girls perform their various activities in the homemaking unit.

There are two rooms in this unit separated by a large archway. One is equipped as a combination dining room and kitchen, the other as a modern living room and bedroom with daybed, open-shelf bookcases in two corners, table, chairs, taboret, sewing machine, and radio. An electric stove from the junior high school has been reconditioned and installed in the kitchen.

With the co-operation of the high-school instructor of manual arts and his students, two attractive corner closets, one for dishes and the other for cooking utensils, were built and installed. The pupils of the special class also assisted materially in furnishing and decorating the rooms.

The construction of the exterior walls, the renovation, the redecoration, and the installation of permanent fixtures were all done by the janitor, at a cost of less than one hundred dollars.

The unit is used in teaching practical household arts to the girls. Lunches are prepared for the entire group on special occasions and a hot dish or two is served throughout the winter months for those who remain at school during the noon hour. Sweeping, dusting, washing and ironing, table setting, and table manners will be taught in a lifelike setting having untold value for the pupils participating.

The nominal cost of this unit should encourage other school boards to follow Northampton's lead wherever conditions permit.

The 1935-1936 School-Construction *Activities* of the PWA

A. W. von Struve[1]

There were 250,000 public schools in the United States at the beginning of the depression. A large proportion of these became either badly in need of repairs, or additions, or both; and in many places, because of shifting or increasing population of school districts, new construction became urgently necessary.

The Works Progress Administration found the making of such repairs, additions, or new construction closely in line with the Work Program and has spent or obligated itself to spend vast sums to give employment to persons taken from the relief rolls to work on school projects included under the classification "educational buildings."

In this classification are graded schools, secondary schools, colleges and universities, libraries, museums, dormitories, and laboratories.

According to the latest figures available, a total of 6,201 of these educational building projects had been selected for operation, at an estimated total cost of $58,966,662. Of this amount, sponsors of the projects undertook to pay, chiefly by providing materials and supplies, the sum of $16,322,673, or about 28 per cent of the total cost, while the Government agreed to pay, chiefly for labor, the sum of $42,643,989.

Reports from state administrators show that it took an army of 82,430 persons to carry on these projects. Approximately 96 per cent of these workers were taken from the relief rolls of the immediate vicinity of the projects on which they worked, thus relieving the community of the obligation of caring for them, and insuring that their wages would be spent in the region of the projects. The relief workers, too, were found to take a pride in their work; in many cases the work was on educational buildings which were to be attended, or were being attended, by their own children.

The educational project might mean anything from a coat of paint, the shingling of a roof, or the remodeling of an old building to make it usable or the erection of an entirely new building. Data are not presently available to show the comparative amounts of new construction and repairwork included in the program.

In the south, WPA proved of great help in meeting the problem of providing school facilities for Negro children. Counties which never before had had such schools, although they had realized their value, found a way to buy supplies and materials for their building and requested WPA to provide the labor from the relief rolls. Other counties constructed additional schools for the Negro pupils, or improved the facilities of existing schools or both.

State educational institutions have not been neglected. It is not recorded that WPA actually built a new college or university in any state, but many were the additions made to existing schools, not only in the way of classroom facilities, but also by way of swimming pools and dormitories.

For instance, the University of Oregon, at Eugene, was able to remodel its swimming pool completely with WPA assistance, and thereafter arranged for it to be thrown open to the people of the community at convenient periods.

At Alabama Technical Institute, Auburn, 25 two-room dormitories, accommodating 12 persons to a room, were built, and were first used to house the 600 students attending the summer extension course under the auspices of WPA's Emergency Education Program.

It is to be noted that more educational-building projects have been selected for operation than any other class of WPA projects, except the class including farm-to-market roads. There are a number of reasons why so many of the educational-building type were selected. Among the first was that the sponsors found it easier to raise money for this type than many others, because money spent on school buildings had almost universal public approval. Another was that labor for this type of work was more readily available in most communities.

[1]Chief of periodicals division, Works Progress Administration, Washington, D. C.

Is the *Superintendent's Authority* Going too Far?

Gordon W. Ridenour[1]

The superintendent of schools, there he stands! Generically, he has come far since the day he emerged from the ranks of his colleagues, being entrusted by some board of school trustees with a modicum of responsibility, if not authority, in the administration of the school. Up the toilsome slope of growing power he trudged, falling back at times, but always facing forward.

To be sure, his ascent was not in every instance entirely a matter of his volition; factors intrinsic to the rapid growth of population throughout the country and its shift from rural to urban centers, the increasing complexity of the economic order, the resultant impingement of community forces upon the school, seemed to render archaic and inefficient the more or less bucolic system of management in which a board of trustees completely controlled, administered, and supervised a school. And these factors operated to push upward the superintendent of schools.

Again, he was assisted in his upward climb by a then new educational philosophy which declared that a school is analogous to an industrial corporation with its board of education like a board of directors and the superintendent like the general manager in charge of plant operations. And, continued this philosophy, a school board, like the board of directors of a corporation, should be concerned with the making of rules and regulations, its legislative responsibility, delegating large executive powers to the superintendent, ostensibly the chief executive officer of the board of education.

The Superintendent's Business Acumen

Maintaining that no overlapping of duties and responsibilities should characterize the relationship between the superintendent and the board of education, this new philosophy proceeded to clothe the superintendent, theoretically of course, with a mantle of power which even a dictator might envy. It was assumed that, being an educational expert, he should make recommendations to the board of education in the matter of local policy and that these recommendations would be accepted at face value. But more that that, teachers should only be hired by the board upon the word of the superintendent.

And being possessed of greater business acumen, continued the philosophy, the superintendent's advice relative to matters of fiscal policy should be relied upon by the board.

It is significant that this administrative philosophy, glorifying the superintendent, was first enunciated only a few years ago after Woodrow Wilson, then a professor at Princeton, had proclaimed the doctrine that "the president of the United States has the power to be as great a man as he desires, for better than Congress does he represent the will of the people."

So, partly through his efforts and partly pushed upward by changing conditions of the age and a new administrative philosophy, generically the superintendent of schools stands on the top of Mount Olympus, at the head of the public-school hierarchy, a veritable *deus ex machina*.

To be sure, not all executive heads of schools enjoy the same amount of power. In relatively small communities, the superintendent is frequently just one step removed from a glorified office boy. And it is true that the superintendent may not always experience a sense of security in either the power or the position he holds. But, in general, his is a hegemony supported by a well-developed theory as well as by years of practice.

There is reason to believe, however, that the crown he wears is beginning to shake from the vibration of a fear lest he be pushed down the other side of the slope, almost returning whence he came. And there is no guarantee that such an event may not come to pass.

Voices are being raised in some places in opposition to the role of the superintendent of schools, and not all of them by any means are those of disgruntled taxpayers. Within the profession itself may be found a number of audible critics, some of whom occupy the position they attack.

Reflecting the sentiments of those within the educational pale who have turned their guns upon the superintendency, Walter S. McColley[2] writing on the theme, "Feudalism in Education," maintains that "the barons of American public education are the city superintendents." They are, according to Mr. McColley, "susceptible to epidemics of fads and to the indulgence of a succession of educational passions."

Mr. McColley believes the superintendent to be too much in the position of the lord of the manor to inspire anything in "his" teachers except the fear of God, an ideational harmony being a pure impossibility.

So, this critic of the superintendent would abolish the office entirely, substituting for it a business manager to care for the nonprofessional aspects of the school system. And for administrative purposes, he would place a clerk in each building to handle details. Boards of education would have restored to them functions logically theirs, one of which is the choice of teachers.

It hardly seems probable that the superintendent will slip all the way down the hill. He may be compelled to surrender some of his dictatorial power, he may be shorn of his business responsibilities. In the interest of the professional advancement of his system, such an action might not be undesirable, for it is true that a superintendent who constantly acts as a business manager neglects his professional obligations within the system.

Cultural Outlook of School Boards

He may lose his hitherto conferred right virtually to hire and fire teachers. Even such a loss would not be catastrophic. After all, no superintendent "possesses extraordinary powers verging on the mystic in the evaluation of candidates for teaching positions." Formerly, many boards of education were composed of uneducated individuals and in those days, therefore, "a superintendent may have been indispensable in the selection of teachers."

No such a problem, however, exists today. In point of fact, there are myriads of board members whose cultural outlooks on life are definitely of higher quality than those of the superintendents they employ. Certainly, expediency and politics in the selection of teachers would largely be eliminated were boards of education to reassume their right to choose and to dismiss teachers without the word of the superintendent. The position of the board is not in jeopardy, and certainly collective judgment is always superior to, and better than, the prejudicial whim of one man.

Sailing in Calmer Waters

But he ought not to be separated from his power to organize subject materials and promote effective supervision. These functions should be the *raison d'être* for the superintendency. By themselves they constitute sufficient challenges to engage all the attention of any superintendent.

Think of the mental worry no longer his if the superintendency becomes this new cast. Gone will be the inward trembling because "his" board elects to sit in an occasional executive session; gone the fear of being pedagogically decapitated by some politician he has offended in the matter of the appointment of some teacher; gone the thankless labor of itemizing bids on equipment and supplies; and gone the controversy over budget allocations.

For the same factors growing from contemporary conditions which pushed him up the hill now operate to push the superitendent down to a much more secure level. When he reaches that level, "his" teachers will become "our" teachers and "his" board, "our" board. Moreover, when his role has become that of a thoroughly progressive and professionally minded adjuster of subject materials as well as a competent leader in the field of supervision, he'll not do as he does now — air, pool, and exchange "his educational ideals at N. E. A. conventions after which they are taken back home to be put in storage during which time he returns to his policy of local expediency." Instead, he will utilize those ideas, as augmented, to his fullest capacity.

There will come, also, a rather desirable humbleness of spirit to the superintendent if this new and simplified role be accepted as the future of his office. The thumbs-in-armholes-and-cigar-at-a-45-degree-angle-in-mouth type of schoolman will most certainly disappear as will the typical convention backslapper who loves to be seen in the company of the professional big wigs.

So, if the superintendent loses his crown in descending to a more sane position, at least he'll find his feet on an unshakable rock halfway down the hill. Incidentally, he may gain a halo in the descent.

[1]Supervising Principal, Horseheads, New York.

[2]Junior-Senior High School Clearing House, May, 1936.

SCHOOL LAW AS VIEWED BY THE COURTS

Compiled by Patrick J. Smith, Supreme Court Library, Indianapolis, Indiana

Employing Teachers

Casual conversations of the members of a board of school trustees do not constitute a regular or special meeting so as to legally employ a teacher. *Barnhardt v. Gray, et al,* 59 Pac (2) 454 (Calif.).

"In order legally to employ a teacher, there must be what the law terms a regular or special meeting of the board of school trustees, not simply casual conversations of two of the members of the board who chance to meet either upon the public streets or at some other convenient place. It necessarily follows that any action taken by individual members of the board of trustees, under such circumstances, is ineffectual to confer either authority or status upon a teacher. . . . Two trustees . . . casually meeting upon the street or elsewhere, constitute neither a regular nor a special meeting of the board. The law provides what constitutes a meeting and how it shall be held. Special meetings may be held upon call after notice has been given to all the members of the board, or if all the members of the board are present, a special meeting may be had without any previous notice."

School May Operate Lunchroom

The student body of a school is not prohibited from operating a cafeteria and candy counter in a school building by a statute which grants to directors of *first*-class schools authority to operate lunchrooms.

The Snohomish school district is one of the second class. The students come considerable distances to attend the school. A lunch and candy counter were maintained by the student body, the profits being used for extracurricular activities. This action was brought

(Continued on Page 62)

The School Census—*A Basis for the Enforcement* of Compulsory Education

W. A. Kincaid

Introduction

From the standpoint of enforcing the compulsory-education law, the purpose of the census is the same regardless of the size of the school district. It is, so to speak, the basic record of all children who live in the district; their place of birth, residence, parents, date of birth, and current age. The school district, to discharge its duty of enforcing the law, must check annually on each child of census age.

The accepted procedure of school authorities is to check the enrollment of all schools of the district (private, parochial, and public), name for name, against the census. The large majority of names remaining when this annual check has been made are children not within the compulsory age limits. For those unaccounted for within the age limits, a check against the various provisions for legal exemption, such as legal employment, physical, or mental incapacity, in attendance elsewhere, and the like, reduces the number to those not in school but who, according to the census record, are legally required to attend. These remaining cases are of children who should be required to enter school at once, except in those instances where they have moved from the district, or are entitled to legal exemption.

While the principle is the same for all school districts, the census practices should be varied to meet the needs of the particular district. That problem of knowing who are the children of census age is infinitely more complicated in the cosmopolitan city than in the rural district with a one-teacher school. The present article outlines effective, yet economical schemes for meeting the varying needs of large and small communities.

The Census Record

The type of record needed in the smaller district does not differ from that in the city. This record needs to be kept up-to-date in essentially the same way — procedures differing in degree of complication rather than in principle.

In either situation a permanent record card on which may be recorded all census data for the child from birth until he becomes 18 years of age, should be maintained. The child's enrollment should be checked each year while he is in school, and for other years the card should show why he is not in school. Procedures of checking should be varied to suit the individual school.

While in many states the permanent census is not required by law, it has definite advantages. Once a child is placed on record he cannot become lost through failure to enumerate him subsequently. In addition, after a few years, his age becomes definitely established. Only a reasonable amount of administrative attention is required to maintain such a record from day to day and from year to year.

A census card which provides for a continuous record of the child has distinct advantages. First, it tends to eliminate age controversies which arise when the parent claims a child is not within the compulsory age limits, or when the parent demands that a child which appears to be too young be entered in the kindergarten or first grade. Boys and girls sometime grow very slowly from 5 to 7 and mature rapidly from 13 to 15. If a child's age is recorded during the earlier years of his life, and is checked consistently over a period of years, it becomes exceedingly difficult for a parent to develop a case which does not conflict with previous statements.

Second, once a child's record is placed on a permanent census card, failure to enumerate him subsequently will be detected. His chance of being "lost" is materially lessened, since his card remains in the active file until, according to law, he is no longer required to attend school, or until he moves from the district.

A census card of the type suggested has these advantages:

1. It is an individual card, allowing the arrangement of records according to such desired classifications as (*a*) those under or over a certain age, (*b*) those enrolled in certain schools, and the like.

2. It provides for a complete tabulation from birth to 18 years of age and allows the recording of added information for each year by enumeration.

3. Records of individuals beyond the census age and of those who are no long r in school may be removed readily from the files.

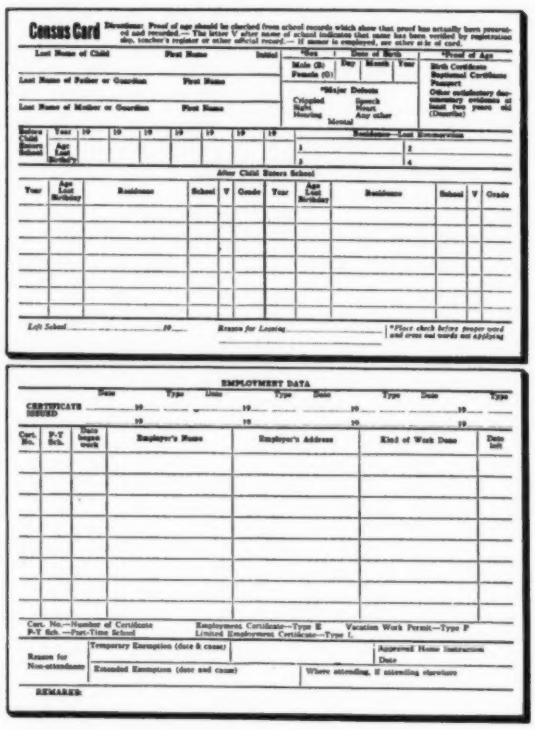
4. The card tells the census history of the individual at a glance.

5. It facilitates the annual census enrollment report.

The first and second advantages of the card deserve consideration. Where there are two or more schools, cards may be arranged accordingly and sent to the respective principals at the opening of the year, to be checked with the enrollment, thus making possible an earlier complete check on nonenrollments. Cards of children who are about to become of compulsory age but are not in attendance, legally exempt, or legally employed, may be arranged in small groups for attention under these and other desired classifications.

Checking Enrollment Against Census

The complete census record should be ready for checking on the opening day of school. In the smaller schools, there is no reason why the enrollment should not be checked on that day. In the larger schools it seems to be an administrative



FRONT AND BACK OF TYPICAL CENSUS CARD

impossibility to do this important work on the day school opens, yet each day of delay materially reduces the worth of the census. Where the attendance law is taken seriously, children required to attend school enter during the first month, even though they are not warned. Only a few stragglers remain after the first two weeks. Late entrance, ranging from three to ten days becomes a problem which causes a considerable annoyance to conscientious teachers. By good administration the checking of the census can be so organized as to increase materially its effectiveness even in the larger districts.

The administrator who completes the checking of the census more than one month after school opens finds to his surprise, that practically all boys and girls are in school in spite of him and not because of him. He has wasted for the most part the cost of the census.

There are two distinct schemes for checking the census. The first requires that registration cards or sheets be sent to the census department or clerk on the first day of school. The enrollment is then checked name for name against the census. In larger schools (500 or more pupils) this obviously is a slow process even with a maximum of clerical assistance. Then too, this checking comes at a time when clerical help is in the most demand. The second scheme is to sort the census cards by schools and send them to the respective schools. Here the checking may be done from sheets or cards, or by a scheme resorted to in many schools in New York State.

The principal calls a meeting of the teachers. They bring with them registers, lists of the enrollment or enrollment cards for their respective rooms. The principal reads the census and as a teacher has the name read she calls "Yes" or if desired, the grade or homeroom number, and then places a check mark beside that name on her record. If no teacher has the name of the child called by the principal, he places the card to one side.

When the checking has been completed, the principal should have each teacher prepare a list of the names and addresses of those pupils not checked. These are pupils who have moved into the district since the last enumeration, were missed in the enumeration, or were assigned to a school other than this. These lists and the two groups of cards (children on the census and enrolled, and children on the census and not enrolled) the principal returns to the census department or to the clerk who is directing the census check. This person should obtain census data and prepare cards for all pupils on the lists prepared by the teachers. Regardless of the method of checking, the classifications mentioned will prevail, unless every child is on the census and is enrolled in the school to which he is assigned.

The scheme of using the teachers is probably the only method of getting the census checked in a single day. Where there are more than 300 pupils enrolled in a school, much time may be saved for the teachers if that part of the census sent for checking is broken into two or more parts. If the census is divided A to K and L to Z, each teacher prepares two lists or divides her enrollment cards in the same manner. Half the teachers work with lists and cards A to K and L to Z. In schools having more than 600 pupils the alphabetical range may be reduced to accomplish the same results.

In many parochial and private schools, it is necessary to resort to the slower method of securing the enrollment and checking it against the census in the central office. Superintendents and principals send representatives to these schools who, with the teachers, check the census in the same manner as described for the public schools.

Only by a name-for-name check of the enrollment of all school children (public, private, and parochial) may school authorities be assured that all children are in school as required by the law.

In the public schools, promotion or assignment sheets should be given to each teacher on the first day of school. She should report to the office on the same day the name of anyone who does not appear. This acts as a preliminary check on the enrollment and is of definite value in guarding against very late entrances.

Taking the Census

The laws of most states require that a school census be taken annually in each district. Where not required by law, house-to-house enumerations are necessary at intervals of varying lengths, depending on the size and type of community. They should take place at least every two years even when the best supplementary aids are called into play.

Three different forms have been used successfully for census-enumeration purposes. The most common form is the ruled sheet on which may be placed census data for as many as 20 to 25 individuals. A family card may be used. After the information has been transferred to the individual card, these may be arranged by blocks and streets, or, if desired, alphabetically, permitting ready reference to all children of a family. A third form is the abbreviated enumerator's sheet used only for a single family. These may be fastened together with rings according to any arrangement desired. The last two mentioned forms are advantageous, for they may be arranged alphabetically before copying on the permanent record card. Thus, they relieve the necessity of jumping about

from one section of the main file to another.

Where cities employ a full-time enumerator working throughout the year, the field cards may be arranged by blocks and streets, and used as a basis for determining the last enumeration in each block and street.

It is possible to so design the field cards that they may be used more than one year, by arranging for space for subsequent dates of enumeration, ages, and changes of address.

A careful examination of the reproduced card reveals that there is very little to be added yearly to the original record. A particular feature is the provision of space for noting subsequent enumerations before the child enters school. To check on the efficiency of the enumerator, every card, whether the child is of school age or not, should provide for a record of each enumeration.

Much care should be exercised in selecting field enumerators. Where possible they should be persons employed full time for this specific work or be a teacher, nurse, attendance officer, or janitor. Special enumerators hired for the job usually do poor work, for their dominant idea seems to be that it is not the job that is important, but the money which it pays.

On the average, a census representative can enumerate from 500 to 800 names a week. One person should be kept busy covering the territory once a year in a city of from 125,000 to 150,000 inhabitants of which from 37,500 to 45,000 children are of school-census age. Cities large enough to keep one worker busy a major portion of the time will find the full-time enumerator most satisfactory. The preceding figures may be used to judge the efficiency of the enumerator in smaller places.

To have the elementary teachers take a census as a day of work probably is the most expensive method a board of education may choose, but when well organized, it is very effective from the standpoint of a good enumeration. Contacts made in such a way are of value to the teacher in understanding the community and her particular pupils.

When this plan of enumeration is chosen, the territory is best divided according to the elementary-school districts. Maps are furnished to each principal, and each teacher is given that part of the map which she is expected to cover. Some time must be spent in planning the work; written instructions along with the territorial assignment are placed in the hands of the teacher several days in advance.

The record of births secured annually or more frequently from civic records furnish reliable evidence of age.

Keeping the Census Up-to-date Aids

Transfer companies, police, and other public servants may be enlisted at times to help in locating new residents. With few exceptions these sources of assistance have proved to be barren after the first zest is worn off. The idea is excellent and the failure to carry it through may be due to lack of organization and a passive interest on the part of those who should be concerned most materially — the school authorities.

Where access to them can be gained, records of a public utility corporation are valuable as a source of information. Almost every family uses gas, electricity, and water. It is wise to choose that service which is most widely used in that particular community and to secure a monthly record of all new customers with their addresses. These persons are visited and census data secured where children under 18 are members of the family. To furnish this information in no way benefits the company itself, and it cannot be expected to spend time and money in the preparation of lists of new customers. However, in some instances the companies have shown a willingness to co-operate with school officials by making accessible any new accounts opened during the month.

The attendance staff and school-nurse staff are constantly covering the city, and should be supplied with blanks on which to note any changes of residence or new arrivals in the city.

Census information secured through the school organization is readily obtainable and most dependable. The teachers report daily on special forms all new enrollments, pupils leaving ("lefts"), or changes of addresses that occur. An enrollment-card duplicate for the census department serves very well for the new enrollments. The transfer form acts as a "left" report. Only a change-of-address form need be designed in schools where these are already in use.

A weekly summary report of census changes is made in each school and forwarded to the census department or person responsible for the census. The reports of enrollments, changes of address, and "lefts" sent in during the week may be compared with this weekly summary to act as a check on the accuracy and certainty of the teacher in sending in the daily reports. This summary may be a monthly report in places where not much moving about takes place.

Modern business accounting requires that each department be charged and credited as it receives and disposes of values. Educational administrators have borrowed from this principle to prevent enrollment additions and losses from remaining unknown to the census department. Each school is charged with the number of pupils enrolled when school opens. It must show at the end of each month that the current enrollment balances with that of the preceding month, after the new entrants have been added and the "lefts" subtracted. The weekly summary report may be used as a source of information for this check, since it purports to show the enrollment changes for the various weeks of the period.

The figures for this report may be placed on a separate blank, on the principal's monthly attendance report, or on an unruled card, and attached to the last weekly summary reports of the school.

A few school systems are using the pupils in census work. The most common procedure is to have all homeroom teachers inquire of the pupils once a week or once a month as to any new residents in their respective communities. The procedure is weak in that many teachers are careless of such a matter, and no one has a definite responsibility. If such practice is resorted to, the teacher should be required to indicate on her monthly attendance report whether she has made such an inquiry.

A valuable method of securing information is only beginning to be used. One or two pupils are made responsible for the changes occurring within a block or street. Each pupil is given a pad of blanks, specially designed for the reporting of changes of residence. On each blank there is a place for his signature as school representative.

The scheme is effective when carried out in an upper grade or grades (grades 6 to 8 preferably). The idea of signing the blank as school representative has a certain appeal to boys and girls. Where two pupils are assigned to the same territory, each is anxious to be the first to make the report, so that there is more certainty of knowing that new residents are listed. The slips, as they are turned in to the teacher, are forwarded to the census clerk for further investigation. The same group of representatives may carry over for the summer months and to the next school year.

Conclusion

Obviously the school district having 500 pupils or less will not find it worth while to adopt more than a few elements of the census program outlined. A school district needs such machinery as will enable it to know all of those persons who move within and those who move beyond its boundary limits, and to know them at the time when the moving occurs or within a short period thereafter. As the size of the district increases, the census scheme needs to be more elaborate. In large districts, all reports must be in writing.

Christianity in Public Schools

Rev. F. A. Walsh[1]

In some respects no child in the world is in a more deplorable state in the matter of religious instruction than the child in the American public school. In some countries, it is true, freedom of conscience is denied and religious instruction is forbidden. In such circumstances, however, the child sees in it a genuine value: he is fired with all the greater religious zeal by the little instruction which he is able, through surreptitious means, to obtain.

In our schools, however, religion suffers from neglect; the child cannot obtain it along with his other studies, nor even in the same building, nor during school hours. All mention of it is excluded from the classroom, and if the child is to get it, he must give up his recreation, walk perhaps a long distance to another building, use the last hours of the day when he is already tired and weary, and thus in every way find what should be his most precious gift put lower in the scale than every other element in his social and school environment.

The American people do not want to cast aside religion. Too often have they experienced the guiding hand of Divine Providence to relinquish their belief in God and in the power for good which exists in the lessons of the Holy Bible setting forth the history of the Babe of Bethlehem.

The founders of this nation cherished these ideals; it is our duty to preserve and strengthen them. We fail in this duty when we do not find a practical solution to the problem of insuring freedom of conscience and at the same time giving to religion its rightful place in the life of the child. We want to keep the tolerance which now exists among us; but we do not want to let the fear of losing our religious balance bring about the destruction of religion.

Something more is needed in our day than the fast decaying Sunday school. The rapid current of modern life will carry our young people into irreligion and antireligion unless we show them in our educational system that religion belongs to life, prepares for life, has real value and a genuine lesson even for this machine and radio age.

Some states permit the use of public-school buildings; there is nothing in the American Constitution or in the principles of our government which requires the exclusion of religion from our schools. On many occasions, ministers of religion have delivered addresses at the close of the school year; sometimes graduations have taken place in church edifices. Why must we, lest we are accused of establishing a state religion, or preventing the free exercise of religion, compel children to be educated without religion? The fruits of this widespread Godless education are beginning to show themselves in American life.

The program of the Interfaith Committee on Moral and Religious Training, with headquarters in Washington, D. C., which is intended to be nation-wide in scope, stresses these five points: that moral and religious training be provided for those children in public schools whose parents desire them to have it; that it be given by trained instructors acceptable to the parents; that it be entirely separate and distinct from the secular curricula and outside the regular daily sessions; that it be restricted to pupils attending schools of less than college grade; and that the use of public-school buildings for the accommodation of these classes is to be sought for all days of the term except Saturday and Sunday.

Do not our schools belong to religious people as well as to those who are irreligious or atheists? Must we see the Ten Commandments and the virtues of honesty, truthfulness, and peace which they teach drop out of the realm of ordinary knowledge? The question really becomes important; there must be more religion, or shall we have to have more jails?

It is time that thinking men, the plain home-loving men of America, take stock of the sums which we are spending on the manifold activities of the public schools, and devise a plan by which the truths of religion will become the possession of his sons and daughters. The schools are there; the money of the people has been spent upon their erection. It is only necessary that they be used for regular religious instruction by duly authorized teachers.

[1]National Director of the Confraternity of Christian Doctrine, Washington, D. C. (UCJC News Service)

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WM. GEO. BRUCE WM. C. BRUCE

Fire Protection for School Buildings

THERE can be no question that the first and most important consideration in the planning, construction, and maintenance of a school building is that of safety. This not only means that the several exits and stairways must be so devised as to afford the expeditious and safe removal of the occupants from the building in time of danger, but constant precaution against conditions that cause fire hazards must be practiced.

In comment thereon, it may at once be said that no country in the world has experienced greater fire losses, both in the destruction of human lives and property, than has this country. And here comes into play the fact that the school interests of the United States have suffered some horrible losses in precious children's lives and valuable school properties. One need only be reminded of the Collinwood, Ohio, schoolhouse fire, March 4, 1908, causing the death of 160 children; Peabody, Mass., October 28, 1915, killing 21 children; Camden, S. C., 77 pupils and parents; Hobart, Okla., December 24, 1924, 33 persons; Bath, Mich., May 18, 1927, 36 children, etc., in order to realize that schools are interested in the subject of fire prevention.

Statistics compiled by the National Board of Fire Underwriters covering school-fire losses for the past five years established the chief causes in the following order: (1) defective heating apparatus; (2) spontaneous ignition; (3) defective chimneys and flues; (4) sparks on roof; (5) matches — smoking; (6) defective electrical wiring; (7) lightning. The greater number of fires originated from overheated furnaces, boilers, or stoves.

The loss of human lives in schoolhouse fires has been mainly due to defective stairways, the lack of ready exits, and the turmoil incident to a crowd that has become panic-stricken.

The adoption of the so-called Fire Prevention Week observed during the month of October, has been followed by the introduction of programs in classrooms designed to instruct the teachers and pupils in the matter of fire prevention and in their conduct in time of danger.

Thus, Fire Prevention Week (October 4–10) deserves the attention of the school authorities. There should be some enlightenment on the subject in every classroom. Teachers should equip themselves with literature on the subject. The local fire departments should be called upon for instructive talks. Parent-teacher organizations likewise should concern themselves in all that will make for the safety of the school structures.

Boards of education should not hesitate to make periodical inspections of school buildings, in order to discover the hazards so that they may eliminate them, or at least reduce them to a minimum. Those entrusted with the mental and moral welfare of the school children are also entrusted with their physical well-being and safety. Every schoolhouse must be sanitary and safe, and thus guard both teachers and pupils against a calamitous and destructive danger.

Choosing a Superintendent—Local or Outside Man

THERE is probably no task in the entire range of the school administrative service which is of greater importance to the community than the selection of a superintendent of schools. At the same time there are few situations more vexatious and embarrassing to the school-board member than to be compelled to make a choice between a local aspirant and an outside candidate. The situation becomes more intense and perplexing when the outside candidate has to his credit an exceptional record in scholastic attainment and prestige.

Under all ordinary circumstances, there is a tendency to favor the local as against an outside candidate. The latter may be a principal or an instructor of outstanding ability. To recognize local talent by way of promotion is believed to prove a wholesome incentive to the ranks. It is the signal that seniority and meritorious service find recognition. But where several local candidates come to the surface, each with a backing of friends, the contest may become irksome to the board members. It has frequently happened that an intensive rivalry among local candidates has resulted in the choice of an outside man.

There is a stronger tendency today than there has been in some years to strive for position and preferment. In the educational field there is a keener competition for key positions. The school boards therefore have a wider choice of acceptable recruits and also a more difficult task in reaching satisfactory conclusions.

An Ohio editor sums up the question of choosing a local man versus an outsider as follows:

"If there is an applicant whose qualifications place him head and shoulders above the others, he should, and no doubt, will be selected without considering the above question. If not, it will probably be the principal matter for arbitration.

"Other things being equal, we believe a man from this community should be given preference. His familiarity with local conditions give him an advantage that should not be disregarded.

"However, there are some who adhere to the belief that 'a new broom sweeps clean,' and think that an outside man might discover possibilities for improvement that have escaped the notice of local Schoolmen."

This tells the two sides of the case with reasonable fairness. The solution, after all, must be found in the estimates that the board of education places upon the several candidates as well as in the light of local sentiment and the traditions of the community.

The Cause of School-Board Resignations

HERE and there a school-board member, after a few years of service, files his resignation in brief and courteous language, urging that private interests demand his full time and attention. While this is the gracious way of retiring from office, there is frequently an unstated reason underneath. Associates and friends may know the real facts; the press and the general public rarely do.

Occasionally, however, a resignation is accompanied by an explanation which reveals that board-of-education service involves not only much time and effort, but that it is attended with too many vexatious and trying situations. To the man who comes into the board from some modest occupation or business, or who professionally does not meet excessive opposition and competition, the conflict of opposing views on fundamentals, the effort for position, and the constant threat to his personal occupational welfare become too heavy a burden to bear. Trifles pile up and petty annoyances become major disturbances of peace, and a quiet resignation suggests the only relief possible. On the other hand, the man who has had some training as a business executive, or who is daily facing opposition in his profession, possesses a sense of proportion and readily discriminates between the things that are of vital concern and those that are inconsequential. He throws off the burden of school-board matters with ease.

The school administrator encounters situations which are annoying, but he usually handles them with dispatch and tact because they are part of his daily duty. It is well known that there are members of boards of education who load upon themselves responsibilities which clearly belong to the others — to the professional and official heads of the school. In a well-planned school system, the board member is relieved from details which legitimately come within the scope of the superintendent and the business manager or secretary. As a single individual, the board member has no legal authority and is not expected to interview the many persons who seek professional or business relations with the school system. The individual member can save himself endless trouble and regain his mental poise if he only observes the fact that he is clothed with

authority only when he acts in a collective capacity with his associates.

True, the board member should keep himself fully informed as to operations and problems of the school system, but this does not mean that he must load all the troubles on his shoulders, or become the champion of every cause and of every self-seeking individual who is seeking preferment. His real job is that of a policy-making representative of the community. This means that he acts in a legislative and judicial capacity on matters affecting the government of the school system.

Some resignations of board members are due to the fact that individuals have become so deeply enmeshed in the controversial and self-seeking contentions that public service has become too burdensome and troublesome to bear. Comparatively few resignations are due to awkard situations which have arisen in the board and which are best met by elimination of the member concerned, or at least simplified by retirement from the scene.

The citizen who accepts membership on the board of education must accept not only the distinction which such acceptance confers but also its obligations and burdens, vexatious and annoying as these may prove to be. There are lasting compensations which more than counterbalance every troublesome and unpleasant experience. The consciousness that the citizen has made a real contribution to the progress of his community and thereby to his country is in itself the real and only compensation.

School Boards and Professional Workers

THERE are those in the educational world who periodically come forward with charges to the effect that the boards of education are dealing arbitrarily and unjustly with those they employ. The charges are made that the boards underpay the teaching profession, inflict undue restrictions, and engage in unwarranted dismissals.

Is the indictment as to dismissals true, or largely untrue? A distinguished educator recently stated that but few incompetents are being dismissed. The inference he gave to his statement is that most removals were made for causes other than incompetence. Leaving out for the time being isolated cases of gross injustice in dismissals, can it be said that the professional workers, on the whole, are being unfairly dealt with? Is it not a fact that leniency and tolerance have kept more incompetents in position, to the detriment of the schools, and that a much lesser number of competents have unjustly been removed? Is it not true that unfairness is from time to time being practiced by both the administrators and the professional workers?

In answer to the first question it must be said that any wholesale indictment of the school boards as to their dealings with the professional workers is unwarranted. The last question concerning occasional unfairness by both school authorities and teachers, can confidently be answered in the affirmative.

In discussing the question of unfairness, Superintendent John A. Sexson, of Pasadena, California, sums up the situation as applied to rural-school districts, in the following language: "With increasing tempo all over America, we are pained to note the attitude on the part of some trustees, evidenced by their ruthless dismissal of instructional personnel, and the equally unworthy activities of individuals and organized groups of teachers aimed at defeating trustees at election, curtailing their powers by legislative enactments, discrediting them in the eyes of the public by doubtful propaganda, and generally behaving as if there is no legitimate and necessary service in education which, in the very nature of our democracy, can and must be performed by laymen."

There are educators who, in any friction which arises in the field of school administration, proceed upon the thought that the professional worker is always right and the administrators are wrong. These teachers are actuated by a selfish solidarity, which not only overlooks the several functions of the contracting parties, and the relations that must govern them, but fails to hold the true objectives of a school system in mind. On this score Superintendent Sexson expresses himself in no uncertain terms. He says:

"I am old-fashioned enough to hold that trustees may, and should, formulate policies, rules, and regulations, and define proper practice with respect to large functions, and that teachers should observe these or accept discharge. I have no sympathy for these crusading educators who demand the right to run roughshod over public opinion, established conventions, and well-considered local regulations and, at the same time, expect the board and the people to accept such autocratic, high-handed insubordination meekly and docilely."

The tendency to enlarge upon isolated cases where boards of education have dealt unfairly with the professional workers, and to make sweeping charges against the administrative factors, is quite common. It is evident, too, that the school administrators have not been particularly disturbed over that sort of criticism. On the whole, they have been considerate and generous in their attitude toward their critics in the profession.

Training for the Public Service

IT WAS not until recent years that any serious attention was given in this country to the matter of training for the public service. The need for greater efficiency in the ranks of those who fill the government positions is becoming more apparent from day to day, with the result that greater thought and study is being given to the subject.

The universities of the country have concerned themselves with certain branches of the public service and have offered some special courses for them. The fact, however, that Harvard University reports a gift of $2,000,000 for a Graduate School of Public Administration has brought the subject more prominently to the fore. Then too, a report recently made by the Public Administration Service, at Chicago, has raised interest in some of the practical phases which enter into the training for the public service as a vocation.

The question might be asked at this point, as to the interest which the public schools have in the subject, or rather to what extent the business division of school administration service may be concerned in the same. The answer here must be that the school authorities are interested in any movement or departure designed to strengthen and dignify the public service.

The more immediate concern of the school authorities must be found in the thought that the nonprofessional factors of a school system will profit by any movement that will stabilize the service in which they are engaged. The effort to elevate, or if you will professionalize, the standing of those immediately identified with the business-administration branches of school government, will be welcomed as a step toward the merit system of employment, and toward greater security in office. Success of any general movement for training for public service should inspire the university departments of education to make their courses in school-business administration sufficiently practical and effective to attract school-business officials to attend them.

The case of Joseph Miller, Jr., secretary of the board of education of New York City, illustrates the insecurity that may befall a man who has a long and honorable record in the school service to his credit. Although he rose from office boy, stenographer, and clerk to the position of secretary of the board of education, a shift in the political complexion of the municipal government has rendered him *persona non grata*, and his removal is contemplated. While the case is outstanding, similar situations are met with elsewhere in cities where the merit system is not observed Here the nonprofessional school officials may be tossed about as political footballs, and to the detriment of the school system.

If it is agreed that the success of a school system rests primarily upon the character of both the professional and the business departments, then it follows too, that the same protection and security which surrounds the teaching corps must be extended to the rest of the workers. These may vary as to the lines of duty assigned to them, and hence cannot be subjected to professional tests or unified as yet into distinct groups, but the question of standards of character and efficiency, and the matter of security will apply to all employees.

At all events, training and the merit system must be recognized if a higher type of service is to be exacted and a more secure tenure of office is to be assured.

A *School-Tax* Calculator

A. M. McCullough[1]

Expenditures for public schools are carefully scrutinized by the general public. Under the stress of a depression this tendency to examine and weigh all financial matters connected with the public schools is even more persistent. The general public is inclined, however, to look at the cost of some one school expense of considerable size, or the whole budget and to consider its reduction as of material benefit to the individual. When the facts are all known the reduction or increase of a particular item may be of little consequence to each citizen. Moreover, many items in the school budget go unnoticed by the average taxpayer because he does not understand how their cost affects his tax bill.

The school executive should have at hand some means of ascertaining quickly the cost of any item in the school budget, and of informing the individual taxpayer of the rise or decrease in his tax bill. To provide the school executive with the information necessary to meet these needs, the tax calculator has been devised. With the help of this calculator, a superintendent of schools who knows the valuation of the property of an individual and the amount of a given school expenditure can inform that individual instantly what his share in the cost of the item will be.

For illustration, in a community where the school-tax rate is .0081, to add an art teacher (salary $1,000), to increase the teachers' salaries 5 per cent ($6,000) or to continue the kindergarten work ($10,000) would cost each individual with $5,000 worth of property, $0.1445 for the art teacher, $0.8677 for the teacher salary increases, and $1.445 for the kindergartens. Such facts are invaluable in helping the general public understand a school budget and also in helping a taxpayer understand how a proposed reduction or increase will affect him as an individual.

The tax calculator has been set up similar to a bankers' interest table, the accuracy and time-saving values of which are common knowledge. The tax calculator can be of as great value to the school executive as the interest table is to the banker. By means of this instrument the school officer or a citizen can determine quickly what any proposed school expenditure will cost the community or a taxpayer. The tax calculator given here is computed for a community having a school tax rate of .0081.

The tax calculator is read as follows: A taxpayer owning property worth $100 will pay on a $25 school expenditure, $0.00007; on a $50 school expenditure, $0.00014, etc. If the taxpayer desires to know the total school cost on his $100 worth of property it will be found in the last column under "Amount of School Budget Raised by Local Taxation." The cost, in this instance, is $0.81.

The first column on the left gives a range in valuation of $100 to $1,000,000. The line of figures at the top is school costs in varying amounts from $25.00 to $280,333.38, which is the total school budget to be raised by local taxation. To use this device the taxpayer must know his own property value or the grand list. He must also know the amount of the new expenditure or proposed reduction. With these facts he can without calculation determine at once the effect of the proposed expenditure or saving on his own tax bill. For example, to find the cost of a $5,000 school expenditure to a taxpayer with $5,000 worth of taxable property, the user of the calculator proceeds as follows: Under the left-hand column "Property Value Subject to Taxation" he should locate $5,000. By following the figures to the right to the $5,000 amount under "School Costs in Varying Denominations," the figure .7222 will be found. This shows that the cost or saving to this taxpayer is 72.22 cents. By using multiples any cost may be quickly obtained.

The calculator may be used in various ways. It may be set up in mimeograph form so that each member of the board of education can have a copy. Copies in the hands of officials of the parent-teacher association serve well as a means of furnishing facts for discussion. The calculator may serve for a good feature story for the local newspaper. Publication in the newspaper not only gives it wide circulation but also definitely appraises important individuals, such as the editor, of the cost to individuals of various items in the school budget. When placed in the hands of the individual taxpayer, it perhaps reaps the most beneficial results, for it shows those who wish added services what those services will cost and those who wish to make curtailments what actual taxpaying relief any reductions will afford.

The most useful service this device renders to the administrator is as a page in the school budget. It gives the reader of the budget a picture of what will happen to tax costs if any item is added or deducted. It shows what any department or any special service will cost each and every taxpayer. It is worth while to have in the budget accompanying this tax calculator, a table showing the number of taxpayers in each division of the taxable property or grand list. If the tax rolls are very large, the method of sampling may be used to show the percentage of citizens paying in any one property class division.

The usefulness of this classification of taxpayers according to property valuation is illustrated by facts drawn from the community for which this calculator was originally prepared. Twenty-five per cent of the taxpayers are assessed $2,500 or less; 50 per cent pay taxes on less than $5,000; and 75 per cent pay on less than $8,000 worth of taxable property. This, in effect, means that if $10,000 is added or subtracted from the school budget it saves or costs 25 per cent of the people of the town $0.7222 or less on their tax bill; 50 per cent of them will not save or add more than $1.4445; and 75 per cent of them will not save or add more than $2.3112. Any board member or school executive will see at once the far-reaching effect of such information. The combination of these two devices is a valuable tool for securing a fair hearing on school expenditures. It will go far in overcoming the notion that, by eliminating or adding a budget item, even though it be sizable, the burden of the average taxpayer is going to be materially increased or lightened.

A tax calculator can be set up for a given district, regardless of the size of its budget. Each community will need to set up its own calculator. It will vary from year to year in proportion to the change in property values, school expenditures, and school-tax rate.

The calculator is so set up that the assessed property value is in the left-hand column and the graduated school cost at the top. First, set up the column at the left in any size units desired; the ones presented have been found satisfactory. Second, at the top of the table under "School Costs in Varying Denominations" while any units desired may be set up, multiples of 100 have been found most convenient. Third, to determine which figures to place in each row and column of the calculator use the following steps:

1. Multiply each property value in the first column by the tax rate. Place this result opposite that value in the last column under "Amount of School Budget Raised by Local Taxation."

2. To obtain the figures for the $100,000 column for each property-value denomination, multiply the amount found under "Amount of School Budget Raised by Local Taxation" by 100,000 and divide by the amount of the total school budget for the particular year under consideration. For example, in this calculator

$$\frac{.81 \times 100{,}000}{280{,}333.38} = .28890$$

This is the first figure in the 100,000 column. Use the same formula for obtaining all the other figures in this column. It is possible to use the 28.89 cents as a constant and the property valuations as multiples. For example $.2889 \times 5 = 1.4445$.

3. The figures for the $10,000 column in each property-value classification are found by dividing figures in the $100,000 column by 10. The figures in all other columns are obtained in the same manner, by the use of some divisor or multiple. For example, the $100 column is one tenth of the $1,000 column, $25 and $50 are multiples of $100, and so on, through the whole table.

The convenience of having at hand the cost of any school item to any taxpayer more than repays the effort expended in making the tax calculator. Since this device is so much less cumbersome and so much more accurate than other present-day formulas and methods, it should commend itself at once to the busy administrator. The information it provides will go a long way to overcome the tendency to look at the total school cost and consider an addition or reduction as a material benefit or burden to the average individual.

[1]Superintendent of Schools, Fairfield, Conn.

A TAX CALCULATOR FOR A SPECIFIC SCHOOL DISTRICT

(Tax Rate .0081)

Property Valuation Subject to Taxation	School Costs In Varying Denominations								Amount of School Budget Raised by Local Taxation
	$25	$50	$100	$500	$1,000	$5,000	$10,000	$100,000	$280,333.38
$ 100	.00007	.00014	.00028	.0014	.0028	.01445	.02889	.28890	.81
500	.00035	.0007	.0014	.0072	.0144	.0722	.1444	1.4445	4.05
1,000	.0007	.0014	.0028	.0145	.0288	.1445	.2889	2.8890	8.10
2,500	.0018	.0036	.0072	.0361	.0722	.3611	.7222	7.2225	20.25
5,000	.0036	.0072	.0144	.0722	.1444	.7222	1.4445	14.445	40.50
10,000	.0072	.0144	.0288	.1445	.2889	1.445	2.889	28.89	81.00
50,000	.0361	.0722	.14444	.7222	1.444	7.222	14.445	144.45	405.00
100,000	.0722	.1444	.2889	1.444	2.889	14.445	28.890	288.90	810.00
500,000	.03611	.7222	1.4445	7.222	14.445	72.225	144.45	1,444.50	4,050.00
1,000,000	.7222	1.4445	2.889	14.445	28.89	144.45	288.90	2,889.00	8,100.00

EXAMPLE OF A LOCAL TAX CALCULATOR

WHAT SCHOOLMEN ARE SAYING

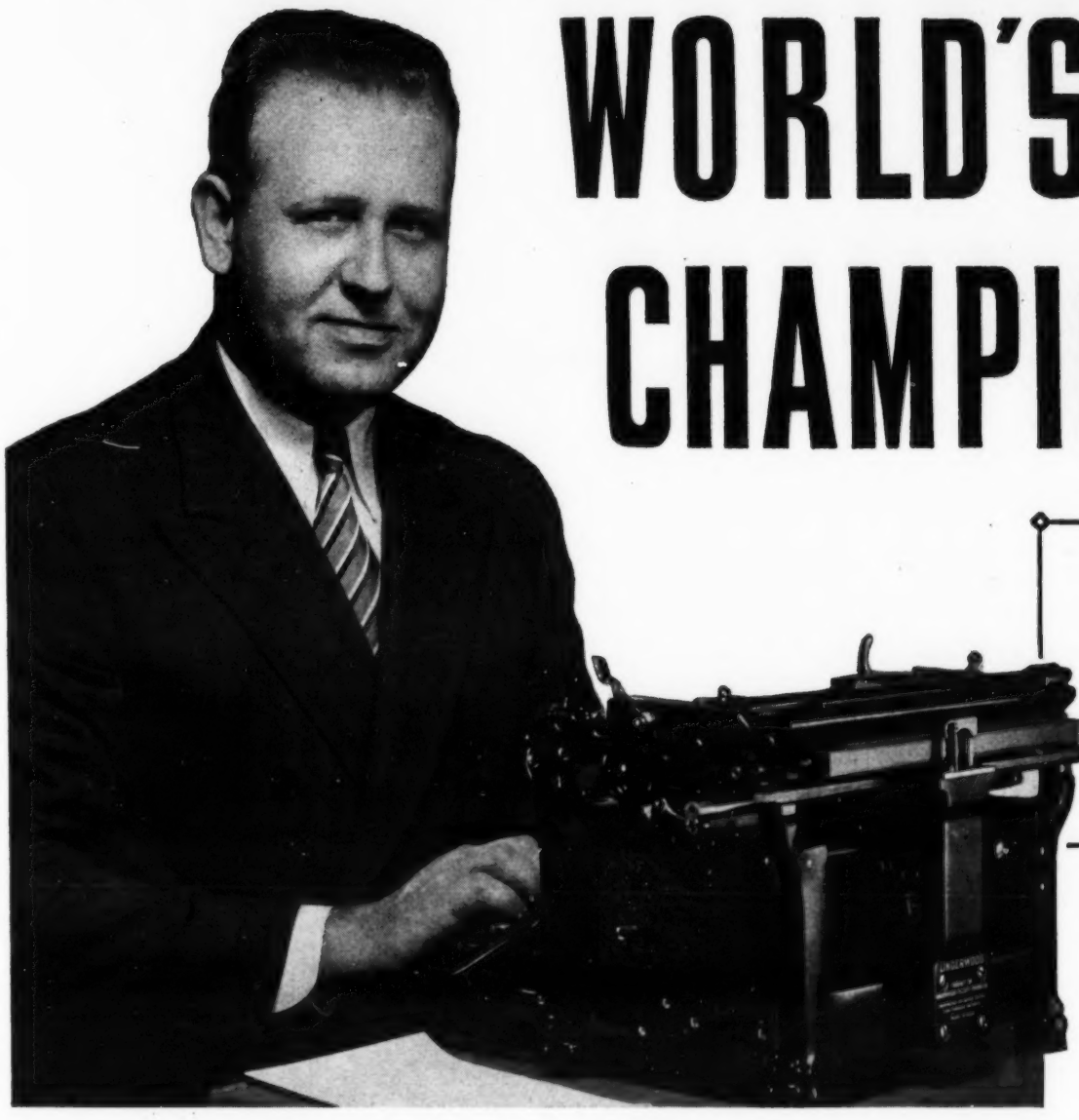
Supervision today, effective as it is, is largely the outgrowth of tradition and the personal experiences of those engaged in it. Its objectives are poorly defined, its data-gathering devices frequently subjective, unreliable, and invalid, and its methods largely without the foundations of science. Research is needed in all of these respects. The progress of this program should be facilitated if supervisors follow the simple test, teach, test, pattern of science. — *A. S. Barr.*

To my mind, an educated person is not merely one who can do something, whether it is giving a lecture on the poetry of Horace, running a train, trying a lawsuit, or repairing the plumbing. He is also one who knows the significance of what he does, and he is one who cannot and will not do certain things. He has acquired a set of values. He has a "yes" and a "no" and they are his own. — *Everett Dean Martin.*

Food is no good unless there is a hunger for it. Water is not relished unless you are thirsty. And the correlative of these facts is that teaching does not do much good unless there is first a desire to be taught. He is a successful teacher, therefore, who arouses in his pupils a desire for learning. — *Frank Crane.*

The most important task of our free government is to make every citizen economically strong and independent, and then to encourage the best use of individual attainments in making of a land in which each shall have an abiding faith. — *N. D. Showalter, State Superintendent, Olympia, Wash.*

UNDERWOOD AGAIN WINS WORLD'S TYPING CHAMPIONSHIP



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WINNING five typing championships out of five classes, taking all fifteen prize awards, Underwood made a clean sweep of the International Typewriting Contest at the Canadian National Exhibition, Toronto, on Wednesday, September 2nd.

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"STANDARD MAKES EVERY MINUTE COUNT"

School Finance and Taxation

THE AVERAGE COST PER PUPIL FOR PLANT OPERATION IN THE LARGE CITY SCHOOL SYSTEMS

Differences in the climatic conditions between the northern and southern sections of the country are clearly reflected in the wider disparity shown in the expenditures per pupil for the operation of the school plants in 90 of the large school systems of the United States. In the South, the city school systems are favored with a winter climate shorter in duration and less severe in temperature. As a consequence, the fuel, water, and light bills are much less in these sections than in those where there is long, rigorous winter weather. Wage and salary schedules in the Northern and Western regions are likewise much heavier in expenditures per pupil than those of the southern regions.

Mr. Lester B. Herlihy, of the statistical division of the U. S. Office of Education, in a recent report (Bulletin No. 164, August, 1936) gives the results of a study of the average cost per pupil for plant operation in 90 large school systems during the period of 1930 to 1934. The study was restricted to cities of 100,000 population and over, and was made to give comparable data in detail for the years 1930, 1932, and 1934; and it gives in summary form data for certain cities only for 1933 and 1935.

In the study, Mr. Herlihy reduces the major item of operation of the school plant to four subitems: (1) wages of janitors, engineers, and others engaged in the operation of the school plant; (2) cost of supplies used in the operation of the plant; (3) cost of fuel, water, light, and power; (4) miscellaneous expenditures in the operation account. For each of the subitems and the total expenditure per pupil, the cost was computed on the basis of the number of pupils in average daily attendance. The total average for the 90 cities in the item of wages for services was $7.29 for 1930, $7.30 for 1932, $6.20 for 1934; in the item of supplies, the total was 39 cents for 1930; 31 cents for 1932, and 23 cents for 1934; in the item for fuel, water, light, and power the total was $2.97 in 1930; $2.70 in 1932; and $2.51 in 1934; in the item of miscellaneous costs, the total was 33 cents in 1930; 33 cents in 1932; and 53 cents in 1934. The total average cost per pupil for all of the 90 cities was $10.98 in 1930, $10.64 in 1932, and $10.64 in 1934.

The heaviest curtailment in expenditures for the operation of the school plant occurred between 1932 to 1933, the reduction amounting to 10 per cent, as compared with 3 per cent for 1930 to 1932, and 1 per cent between 1933 and 1934. The total reduction made during the depression period from 1930 to 1934 was more than 13 per cent of the average expenditure per pupil of $10.98 in 1930 for operation of the plant.

In 1935, there was a reversal of direction in the trend which this expenditure followed during the previous five years. The general average of the 69 cities, as reported for that year, shows an increase per pupil of 9 cents over the 1934 cost per pupil of $9.47 in the 90 cities.

The largest reduction from 1932 to 1934, in the average total expenditure per pupil for the item of school-plant operation was effected in the Pacific Coast region. In this region, the reduction was from $10.75 in 1932, to $8.27 in 1934, or $2.48 per pupil, about 23 per cent as compared to $1.81, or 15 per cent, in the Northeast; $1.20, or 11 per cent, in the Great Lakes region; $0.98 or 9 per cent, in the Northern Mississippi Valley; 70 cents, or about 9 per cent, in the Southern; 11 cents, or 2 per cent, in the Southwest region; and $1.30, or 16 per cent, in the Rocky Mountain region.

The reduction from 1932 to 1934, in the average total expenditure per pupil, in the various subitems for the 90 school systems, was as follows: For wages and salaries of janitors and engineers, $1.10, or 15 per cent; for supplies, 8 cents or more than 20 per cent decline; and for fuel, water, and light, 19 cents, or about 3 per cent. The subitem of miscellaneous costs in the operation of the school plant increased during the two-year period, from 33 to 55 cents per pupil, or a rise of over 60 per cent.

The differences in the climatic conditions between the Northern and the Southern sections of the country are clearly reflected, according to Mr. Herlihy, in the wide disparity shown in the amounts of the expenditures per pupil for the operation of the school plant. For example, in 1934, the average total expenditure per pupil, for the Northwest region, was $11.44, as against $4.57 for the Southern region, a difference of $6.87 per pupil, or better than 150 per cent. Comparative costs in 1934 for fuel, water, and light in the Northwest and Southwest regions, indicated that the former spent $3.39 per pupil for fuel, water, and light, which was 262 per cent greater than the Southwest region's expenditure of $1.29 per pupil.

The wage and salary schedules in the Northern and Western regions are similarly much heavier as an average expenditure per pupil than are those of the Southern regions. For instance, in the Northwest region, the subitem of wages and salaries for 1934 was $7.51 per pupil, as compared to $2.88 for the Southwestern region, a difference of $4.63, or 160 per cent.

The larger proportion of the average total cost of this operation item is apportioned to wages and salaries. It represents approximately 60 per cent or more of the total. Fuel, light, water and power take from 30 to 35 per cent, and the other two subitems of supplies and miscellaneous expenditures average together not over 5 per cent of the total operation expenditure.

FINANCE AND TAXATION

♦ Oklahoma City, Okla. Mr. G. K. Reiff, superintendent of schools, in a recent statement to the school board, advocated the practice of meeting demands for additional school facilities by annual budget revenues rather than through bond issues. In a strong defense of the financial record of his administration, Mr. Reiff pointed out that since 1930, the board has not called a single bond issue for school construction. The Oklahoma City board will have expended with the five mills asked for 1936–37, some million and a half dollars on capital outlay, without one cent for bond issues.

♦ El Paso, Tex. The board of education has adopted a budget of $967,000 for the school year 1936–37. The estimate for the year 1935–36 was $966,000. The salary item calls for $787,000 for the next year.

♦ Gary, Ind. The school board has adopted a budget of $2,153,837 and a tax levy of $1.25 for the year 1936–37. The new budget is $222,792 higher than the estimate for 1935–36. The tax levy is 20 cents more than the $1.05 rate effective during the last year. The budget provides for a return to the ten-month school year but does not include any increase in teachers' salaries.

♦ Dallas, Tex. The 1936–37 budget of the board of education calls for a total of $3,451,988 for the operation of the schools. The budget contains no provisions for teachers' salary increases.

♦ Willmar, Minn. The board of education since 1924, has retired $215,000 in bonds, in addition to $120,000 in interest. Two elementary schools, costing $100,000 each, have been erected during this period.

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Richard N. Greenwood
President
Heywood-Wakefield
Company

Richard N. Greenwood
President

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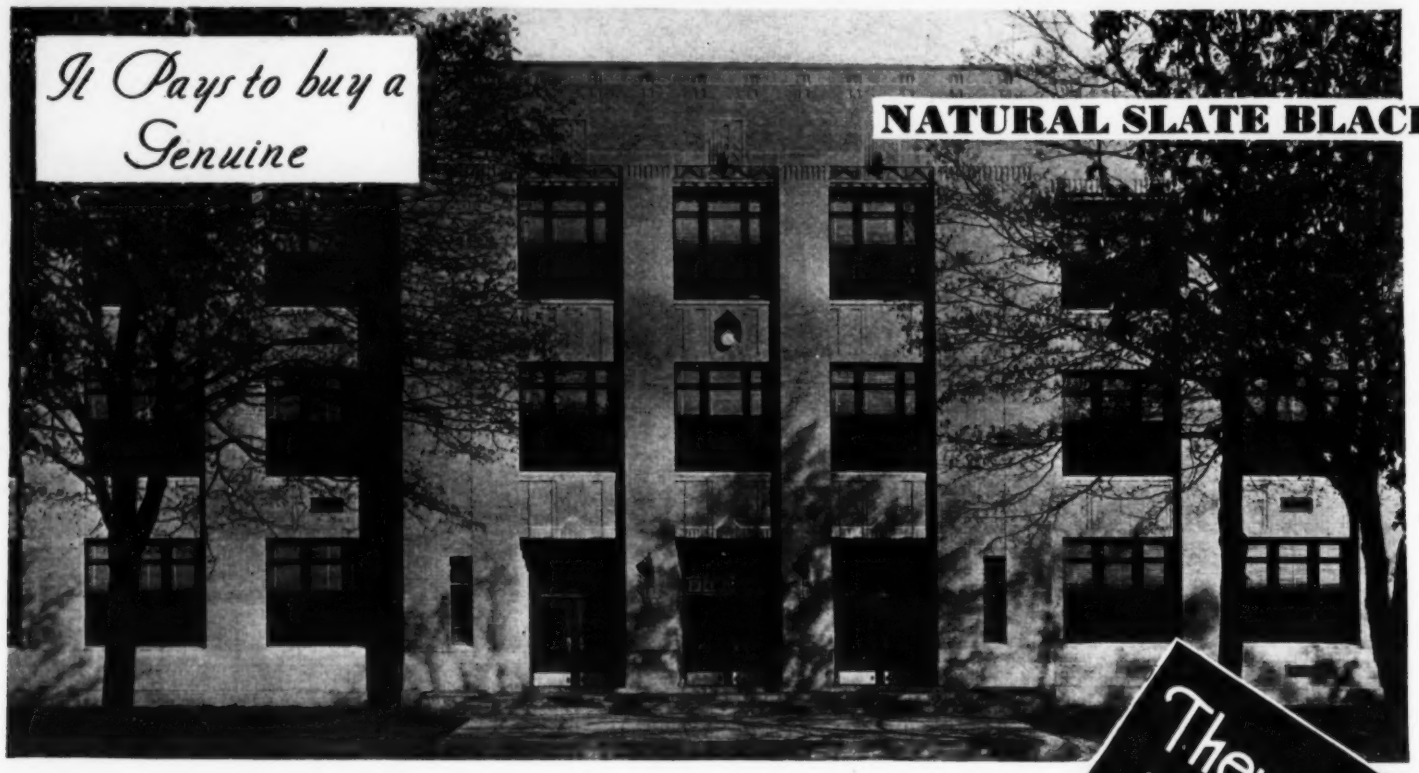

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School Building News

SCHOOL-BUILDING CONSTRUCTION

In 11 states west of the Rocky Mountains, contracts were let during the month of August for the erection of 13 new school buildings, at a total outlay of $1,563,324.

A total of 41 additional projects were reported, estimated at $3,427,067.

SCHOOL-BUILDING CONSTRUCTION IN THE EAST

During the month of August, Dodge reports contracts let for 336 educational buildings, involving 2,423,300 square feet of construction. The contract price of these buildings was $12,327,200.

SCHOOL BONDS

During the month of August, school bonds for permanent buildings were issued and sold, at a total outlay of $4,215,500. The average rate of interest for these was 2.91 per cent.

The issuance of funding and refunding bonds, short-term notes, and judgment notes for the same month was only $717,386.

MODERNIZING SCHOOLS WITH INSURED LOANS

Small schools and colleges throughout the United States lacking the advantage of sufficient endowment, have obtained nearly half a million dollars in insured credit from private financial institutions, under the Modernization Credit Plan of the Federal Housing Administration, for necessary improvements or the purchase of desired equipment.

There are numbers of private schools of various kinds and small colleges which derive an income which is sufficient for upkeep, but not always sufficient to make necessary improvements. During the years of the depression, due to the discontinuance of credit and the lack of income, deterioration in buildings occurred and it became necessary to make immediate repairs.

Under the Federal Housing Administration, the administration lends no money but it insures private financial institutions, making modernization credit available to schools and institutions up to a maximum of $50,000 for each property. The charges on such insured credit are not excessive and the funds are paid back in equal monthly installments spread over a period of as long as five years.

Up to June 30, 1936, the Federal Housing Administration handled financing projects involving a total of $477,767, and was of direct help to 454 institutions taking advantage of its plan. About one half, or 231 of the institutions, obtained $314,399 for the purpose of modernization and repair. A total of 223 of these schools and colleges obtained loans of $163,368 for the purchase and installation of equipment.

HELENA RECONSTRUCTS ITS SCHOOL BUILDINGS

The public schools of Helena, Mont., face another year of emergency schoolhousing, due to damages incurred through earthquakes. In October, 1935, the community suffered from a severe earthquake, which reduced a new high school to a wreck and ruined two of the elementary schools. For the remainder of the school year, the elementary-school children were housed in the basements of school buildings, in churches, and other buildings. The one thousand high-school students were accommodated in railroad coaches.

It is planned to continue the same arrangements this year. However, bonds in the amount of $100,000 have been voted by the citizens for the reconstruction of the elementary-school buildings, and the Federal Government will provide a PWA grant of 45 per cent. The government has also granted an appropriation of $175,000 for the reconstruction of the high school, which will complete about half of the building.

The central gymnasium, which was damaged in the earthquake, will be repaired, at a cost of $8,000. This building will be used as a center for school activities during the school year. It serves as an assembly hall for both high- and elementary-school students, and as a center for athletic, physical-education, and social activities.

SCHOOL BUILDING NEWS

♦ Las Vegas, N. Mex. A new grammar school for the upper grades is being used for the first time this year. The building, which is one story in height, contains 13 classrooms and a gymnasium-auditorium, and was constructed with the aid of PWA funds.

♦ Kincaid, Ill. The school board is completing the new South Fork Township community high school, estimated to cost $100,000. The building contains a gymnasium-auditorium and accommodates 400 students. It was financed with a PWA grant of $45,000, a bond issue of $5,000, and $10,000 in cash which had been accumulated in a building fund.

♦ Fort Worth, Tex. Construction has been started on the Polytechnic Senior High School, to cost $456,436, and the James E. Guinn Junior High School, to cost $91,731.

♦ Philadelphia, Pa. The school board has received notice of the approval of a federal grant of $2,374,200 to aid in the construction of a new Central High School. The building, which is planned to house 2,000 students, will be completed at a cost of approximately $5,267,000.

♦ York, Nebr. The board of education, with the co-operation of the PWA, has carried out a building program, including an agricultural shop, a gymnasium, a cafeteria, and eight classrooms. The cost of the entire program is $88,000, including equipment.

The shop unit, which was completed and occupied on September 7, cost a total of $7,800. It is expected that the classrooms and gymnasium will be completed about February 1.

♦ Mexico, Mo. The board of education has recently completed an extensive school-building program, including the construction of the Eugene Field School, at a cost of $87,000; the Garfield School, at a cost of $76,000; and the construction of fireproof stairways and corridors in the McMillan School, at a cost of $8,700. All of the improvements were made possible by a grant of $90,000 from the Federal Government; the balance of the cost was financed by a bond issue of $110,000 approved by the voters at an election.

♦ Richmond, Mo. During the summer vacation, a number of improvements were made to the buildings comprising the local school plant. The staff of janitors was retained during the summer as part of the board's policy in creating employment in the local system.

♦ Chanute, Kans. The initial steps have been taken by the board of education for the operation of a school-building program, to involve an expenditure of more than one third of a million dollars. The program calls for the construction of a trade school, at a cost of $125,000, and a junior college, at a cost of $220,000.

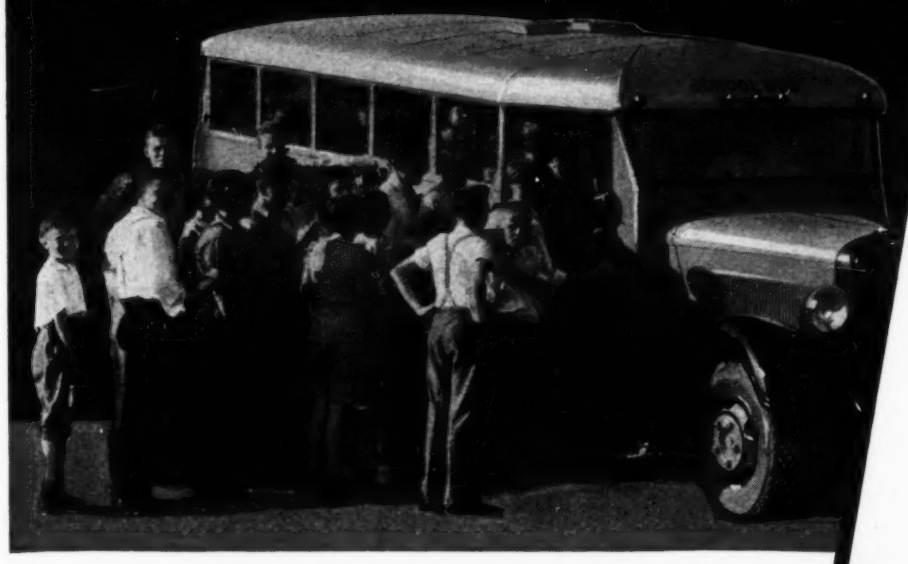
♦ El Reno, Okla. Construction work has been started on a new junior high school, to cost $110,000. The building will be financed with a bond issue of $55,000 and a federal grant of $51,000.

♦ Midland, Tex. Plans have been completed for a new elementary school, to cost approximately $75,000.

♦ Port Allen, La. A site has been purchased for the new high school, to be erected as part of a building and improvement program in the West Baton Rouge parish. The building program will be completed at a cost of $135,000.

(Contcluded on Page 52)

PRECIOUS LOADS . . . COSTLY EQUIPMENT!



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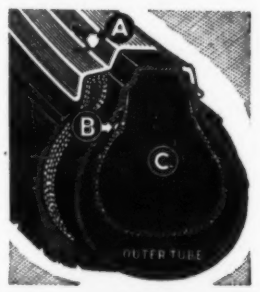

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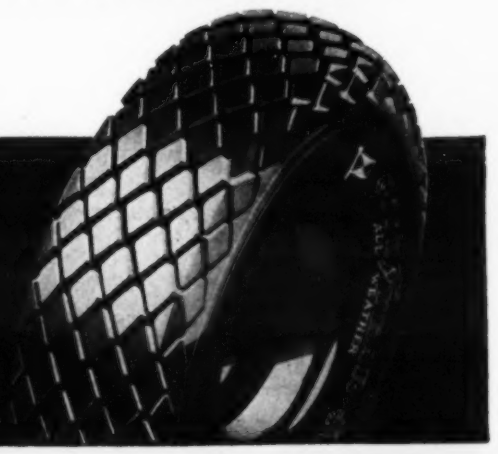

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(Concluded from Page 50)

♦ Oklahoma City, Okla. The board of education has begun work on an extensive school-building program, estimated to cost $545,000. During the past summer, additions were erected for a number of the schools, including an addition to the Washington School, costing $44,250; a new wing to the Riverside School, costing $31,197; and a stadium for the Douglas Negro High School, costing $59,752. All of the new construction was financed with the aid of PWA grants allotted by the Federal Government.

♦ Chanute, Kans. The board of education has awarded the contracts for the construction of a senior trade school, to cost $125,000. The building will be financed with PWA cash grant of $56,250 and a bond issue of $68,750.

♦ Redwood Falls, Minn. Plans have been completed for the construction of a high school, to cost approximately $250,000. The new building which replaces a structure destroyed by fire, will house an auditorium, an industrial-arts department, an agricultural department, and space for the school busses and storage rooms.

♦ Goodland, Kans. The board of education has called an election to vote $140,000 in bonds for the construction of a new high school. The building will be financed with the aid of WPA funds.

♦ Fort Worth, Tex. The board of education has adopted a budget of $2,308,398 for the school year 1936–37, which is an increase of $71,000 over the estimate for 1935. The increase is largely due to pension fund increases and automatic salary advances.

♦ Dallas, Tex. The school board has adopted a budget of $3,451,988 for the school year 1937.

♦ Columbus, Ga. The school board is completing the erection of an industrial high school. The building is being financed with a bond issue of $138,000 and a PWA grant of $112,000 obtained from the Federal Government. The new building will be used for the education of pupils who prefer the industrial subjects and will give added space for the enlargement of the curriculum to meet the needs of all students in the future. It is planned to use the old building for a junior high school, to care for seventh-grade pupils.

♦ Swampscott, Mass. The opening of the high school was postponed to allow the completion of part of an addition to the building which was required for classes. The entire building will be ready for use on November 1. It will include a gymnasium, an auditorium, a lunchroom, and a library in addition to several classrooms. The older building was entirely remodeled and modernized.

♦ Rock Island, Ill. Construction work has been started on the new Frances Willard elementary school, estimated to cost $189,090. The building will contain eleven classrooms and a gymnasium-auditorium, and will be erected with the aid of a PWA grant of $85,000. Plans for the structure were prepared by Messrs. Cervin & Stuhr, architects, of Rock Island.

♦ La Crosse, Wis. The board of education has prepared an outline of an extensive school-repair and modernization program, estimated to cost $54,567. Under the setup adopted by the board, the WPA will provide $43,287 for labor, supervision, and materials. The city will contribute the balance of $11,280.

♦ The Delaware State Board of Education has distributed a total of $3,702,128 among the various school districts of the state for the school year 1936–37. Included in the amount is $147,000 for the restoration of cuts in teachers' salaries; $397,003 for the general administration of the schools, for transportation, and miscellaneous expenses; and $22,000 for expenses on recently constructed school buildings.

Of the amount distributed, $1,437,656 was allotted for schools under the control of the state board of education, and $1,306.459 for schools in the city of Wilmington. The largest amounts distributed to cities were $98,338 to Dover; $94,651 to Newark; $90.218 to Laurel; and $93,361 to Milford.

♦ Milwaukee, Wis. A school budget of $10.335,294 for the school year 1937 has been adopted by the board of education. The new budget is $103,340 below the estimate for 1935–36, and it is anticipated that a deficit will result unless the state legislature grants school aid sufficient to increase the expected revenue to the size of anticipated expenditures. The largest item is $7,608,257 for educational expenses.

NATIONAL COUNCIL ON SCHOOLHOUSE CONSTRUCTION WILL MEET IN AUSTIN, TEXAS

The National Council on Schoolhouse Construction, at its forthcoming fourteenth annual meeting, to be held October 5 to 8, in Austin, Texas, will take up problems relating to the planning, construction, and financing of school buildings. The sessions will be held in the Driskill Hotel, in Austin, and will be in charge of Mr. W. G. Eckles, president of the Association.

At the opening session, Hon. William McCraw, of Austin, will give the address of welcome, and Mr. W. F. Credle, of North Carolina, the response. The Report on the Activities of the National Council on Schoolhouse Construction for the past year will be presented by Dr. Ray L. Hamon, professor of school administration, Peabody College for Teachers, Nashville, Tenn.

THE PROGRAM

Monday, October 5

Planning School Buildings to Satisfy Changes in the Educational Program — Prof. Henry Lester Smith, School of Education, Indiana University, Bloomington, Ind.

Training the Superintendent of Schools in Schoolhouse Construction, Operation, and Maintenance — Mr. W. W. Carpenter, professor of education, University of Missouri.

Sales Resistance — Mr. R. H. F. Halsey, deputy superintendent of buildings, New York City board of education.

Tuesday, October 6

Reorganization of Local School Units — Dr. H. F. Alves, senior specialist in state school systems, U. S. Office of Education.

Relation of Architects' Registration Laws to School-building Service of State Departments of Education — Mr. I. O. Friswold, director, Division of Buildings and Business Administration, State Department of Education of Minnesota.

Janitorial Training on a State-Wide Basis — Mr. N. E. Viles, director, School Building Service, State Department of Education of Missouri.

Wednesday, October 7

Progress in Schoolhouse Construction and Rehabilitation in the United States During 1935–36 — Mr. S. L. Smith, director for the southern office, Julius Rosenwald Foundation.

How the National Youth Administration Co-operates in the School-Plant Program — Mr. Garth H. Akridge, regional director of the National Youth Administration.

Work of the County School Mechanic — Mr. J. B. Calhoun, director, Division of Schoolhouse Planning, State Department of Education of Tennessee.

Status of the Proposal for a Research Program in the School-Plant Field — Prof. T. C. Holy, director of research, Ohio State University, Columbus, Ohio.

Report of the Committee on Standards — Mr. H. W. Schmidt, Madison, Wis.

Thursday, October 8

Report of the nominating committee and election of officers.

Functional Adequacy of School-building Planning — Mr. E. T. Peterson, college of education, Iowa State University, Iowa City, Iowa.

Some Essential Guides in the Approval of Plans and Specifications by State Divisions of School-Building Service — Mr. George D. Coons, consulting architect for the New York State Department of Education.

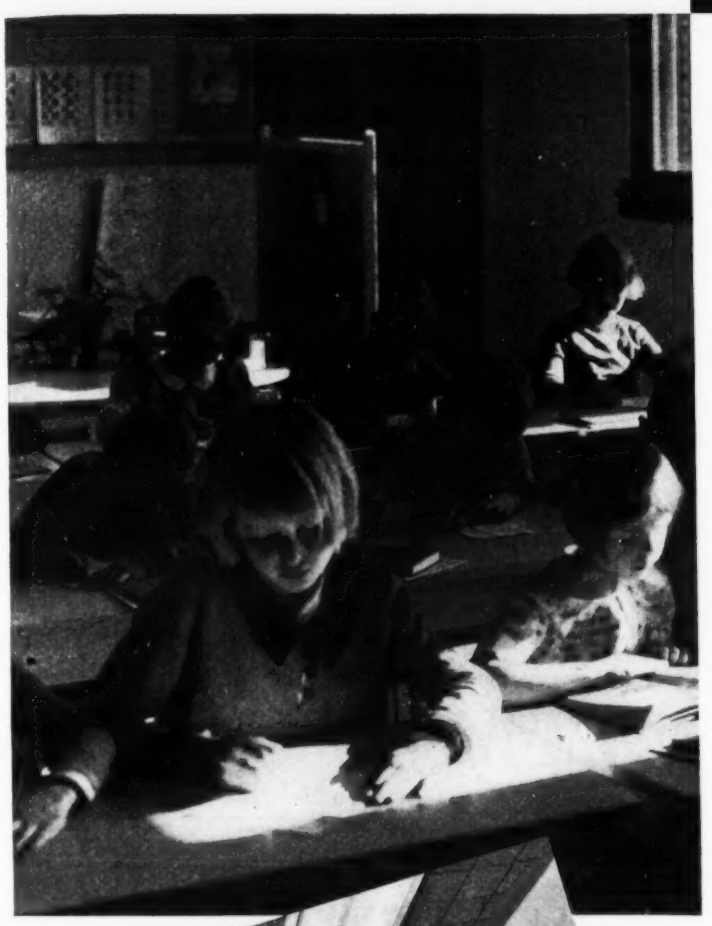
The Pay-as-you-go Versus Bonding Method for Capital Outlay Expenditures in City School Systems — Mr. W. W. Theisen, board of education, Milwaukee, Wis.

Proposed and Accepted Planning Economies for New York City School Buildings and Report of Work Performed on New York City Schools by WPA — Mr. Daniel I. Mavuire, deputy superintendent of buildings, New York City board of education.

Educational and Economic Values Growing Out of Rigidly Enforced Structural Standards for School Buildings — Mr. Charles Bursch, director, Schoolhouse Planning, State Department of Education of California.

NOISE

S-L-O-W-S U-P THEIR PROGRESS



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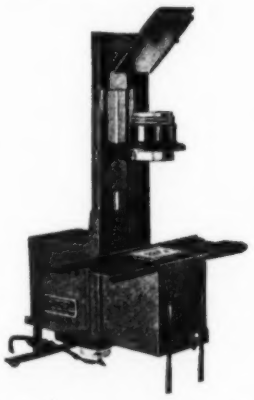

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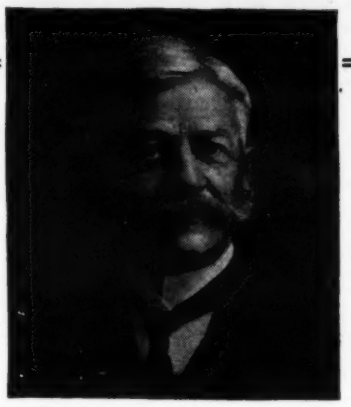

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Teachers' Salaries

NEW SINGLE-SALARY SCHEDULE IN BUTTE, MONTANA

The board of education of Butte, Mont., has adopted a new single-salary schedule for teachers, based on length of experience and amount of training.

Under the schedule, teachers with one year's experience and six quarters of training will begin at $945 and will rise to $1,350; teachers with two years' experience and six quarters of training will begin at $990 and will rise to $1,395; teachers with three years' experience and six quarters of training will begin at $1,080 and will rise to $1,485; teachers with four years' experience and six quarters of training will begin at $1,170 and will rise to $1,575; teachers with five years' experience and six quarters of training will begin at $1,260 and will rise to $1,665; teachers with six years' experience and six quarters of training will begin at $1,350 and will rise to $1,755; teachers with seven years' experience and six quarters of training will begin at $1,440 and will rise to $1,845; teachers with eight years' experience and six quarters of training will begin at $1,530 and will advance to $1,935; teachers with nine years' experience and six quarters of training will begin at $1,620 and will rise to $2,025; teachers with ten years' experience and six quarters of training will begin at $1,665 and will rise to $2,070. Teachers who have the equivalent of fifteen quarters' training will receive $2,115 after ten years' experience, and will advance to the final maximum of $2,295.

Under the rules of the board, any teacher in order to be eligible to teach must have completed two years (18 months) of successful experience satisfactory to the superintendent. Teachers having the equivalent of two years of teaching experience outside of Butte, will be given experience credit equal to one year of teaching in the Butte schools and will enter at the salary indicated in the group to which she belongs. Teachers having more than two years of teaching experience will be given credit for one year of completed teaching experience for each two years they have taught outside of the Butte schools, and will enter at the salary indicated for the group.

The minimum training requirement for all teachers in Butte is six quarters of normal college, college, or university work, in addition to the high-school diploma.

Teachers emeritus will receive $540 per year.

No teacher will receive less in salary under the scale than was received by that teacher during the school year 1934–35.

In setting up the basis for the scale, it is required that six credits shall be allowed teachers who attend summer school. Fractional parts of years of service will be accepted in cases where a fraction of a year in the Butte schools, added to a fraction of a two-year period outside, totals a whole year or more. The new schedule has been made in such form that it includes recognition of the Butte Teachers' Union No. 332 and a contract for its acceptance by the union.

SUBSTITUTE TEACHERS' PAY IN OAKLAND

Since January, 1924, the board of education at Oakland, Calif., has followed the policy of paying each substitute filling a temporary vacancy created by the illness of a regular teacher $6 a day for elementary schools and $7 for secondary schools. However, when a substitute is continued in the same position longer than twenty days, his salary is adjusted in accordance with the salary schedule for regular teachers, based on experience and certification, such adjustment being retroactive to the first day of service.

A substitute is not allowed sick-benefit salary nor the full pay granted regular teachers for absence due to a death in the family. With this exception, a substitute teacher who serves the entire year receives the same pay that any elected teacher with the same experience and credential would receive for the same position. There is this difference in the manner of payment. Regularly elected teachers are paid for actual days of service, plus institute sessions in twelve equal installments. Substitute teachers are paid for actual days of service, plus institute in ten installments, each payment being for the actual days taught.

Regular teachers are paid on the first and substitutes on the fifteenth of the month. Substitutes serving during any month for less than ten days do not make any contribution to the permanent fund or deposits in the annuity fund and receive no credit toward retirement for such service.

TEACHERS' SALARIES

♦ New Orleans, La. The school board has made provision in its annual budget for 1937 for increases of 5 per cent in salary for teachers. The budget, which totals $3,988,388, represents an increase of $133 638 over the estimate for the past year. Approximately $120,000 will be used for restoration of salary increments or graduated salary increases based on years of service, while the remainder will be used to restore partially the drastic reductions in salary made several years ago.

♦ Chelsea, Mass. Teachers in the city schools, along with the city employees, were asked to take a 10 per cent reduction in salary beginning May 1, 1936, and extending to January 1, 1937. Beginning next year, all teachers will be receiving full salaries.

♦ Birmingham, Ala. The teachers' salary schedule has been restored for the next school year, together with salary cuts suffered by employees of the schools during recent years.

♦ Richmond, Mo. A general increase of approximately 10 per cent in salary has been given to members of the teaching staff. The increases are provided for in a new salary schedule, which requires higher qualifications for teachers.

♦ Meriden, Conn. The board of education has voted to restore one half of the salary increments due teachers under the schedule, which was suspend.d in 1932.

♦ Providence, R. I. Teachers in the city schools have been assured of salary increases for the school year 1936–37, as a result of action taken by the school board, which fixed the emergency pay cut for teachers during the next year at 10 per cent. The teachers' pay cut was 15 per cent during the past several years, to offset increases that would normally have been paid to all under a fixed scale of automatic pay increases.

♦ Salina, Kans. The school board has voted to give increases of 7½ per cent in salary to teachers. With these increases, the board has returned approximately 17½ per cent of the salary reductions of former years.

♦ Louisville, Ky. A new salary schedule for clerks has been adopted by the board of education. Under the schedule, clerks in the elementary schools will receive $500 for the first year, with an annual increase of $50, until a maximum salary of $700 is reached. Under the old schedule, these clerks received a flat $500 annual salary. Junior clerks, under the schedule, will be paid $650 a year basic pay, with annual increases of $65, up to a maximum of $910. Senior-high-school clerks will be paid $1,000 a year, with annual increases of $100 up to $1,560.

School Administration in Action

An *Administrative Setup* for Band in Smaller Schools

Glen H. Traw[1]

Many plans have been suggested and many experiments have been made in smaller schools in attempting to produce a band of high achievement. Academic or extracurricular subjects usually suffer in such plans, and antagonism is built up against the band director and the administration by the teachers of the so-called academic subjects when sufficient time is taken to build up a suitable band program. The following plan tends to eliminate the friction of teachers and subjects and, at the same time, tends to formulate different levels of instruction in instrumental music, so that the class, as well as the individual, may be benefited.

In discussing such a plan, it might be best to consider a rather specific case of a school of from 800 to 1,400 students, with two elementary buildings, a departmentalized seventh and eighth grade, and a senior high school of grades nine to twelve housed in another building. In these elementary buildings in grades three to six, there is a so-called special period of one hour, in which five different subjects of special interest are taught by teachers shifting rooms and working on a four-cycle basis. Each teacher in this "modified platoon" setup goes back to her "homeroom" for the Friday periods, during which time special academic subjects are taught. The first four days of the week, during the special period, are utilized for the subjects of music, art, physical education, and special penmanship, with the teachers shifting rooms and each teacher in charge of the subject that she is best fitted for.

Band Program Centers in Special Period

The band program in the grades hinges around this special period, and the two elementary schools have their special period at different hours, so that the beginning pupils may be placed in one building, and the intermediate pupils in the other one. Thus, the children who take band miss the so-called special subjects that are taught during the first four days of the week. The beginning students in band, who are in either the fourth, fifth, or sixth grades, are given class instruction on the clarinet or cornet during the first year, as the director considers these instruments basic. The intermediates who are attending the other elementary school are taught the instrument of their choice, and ensemble playing begins in a small way. Such teaching is done by first humming the tune, and then playing on the instruments. If a student starts while in the fourth grade, he will have two years in this intermediate band; if he starts as a fifth-grader, he will have one year.

When the student reaches the seventh grade, he has had this preliminary training; he is placed in the ensemble band that meets twice weekly during the activity period, and twice weekly after the regular school hours. If a student in the seventh grade wishes to take beginning band, he can be placed in the beginning band at the high school, with the freshmen of the school. He will lose his regular work in physical education and music because of the program arrangement that places all seventh-grade pupils taking these subjects at the same hour.

When the student reaches the eighth grade and has played in the ensemble band, he is now ready for the concert group, and the eighth-grade program is so arranged that physical education and music come at the same time as the concert band. Thus, the concert band should have a capable musician for five years. The student who starts band as a seventh-grader, or as a ninth-grader, spends but one year in the ensemble band and skips the intermediate band. The eighth-grade student cannot begin band work as conflicts arise under the setup that such a plan proposes. The plan starts students out in the fourth, fifth, seventh, or ninth grades, and proper effort on the part of the students should place them in the concert group for two, four, or five years.

Thus, the concert band is made up of students who have had two or more years of preliminary training; they have lost the subjects of music, art, and physical education as it is taught in the grades, but have gained the ability to carry tunes vocally by reading notes, have learned how to play the respective instruments of their choice, have learned how to march, etc. The concert band spends one hour each day during the first four days of the week, and one hour on Friday, with the sanction of the band to which they belong. Individual practice is encouraged and special places are provided for those students who desire to stay after school and work with their instruments.

The periods allotted for the sectional groups playing on Fridays is the feature that allows for the different sections to get the individual playing that is so necessary. It would be impossible to arrange a program that permits all of the members of a certain group from grades eight to twelve to meet during a certain period. The plan of a rotating program so that a student would miss each of his classes not more than one time in a six weeks' period, making up that period missed after school or by special work, seems to be the best solution. Thus, a clarinet section meets the first period during the first week, the second period during the second week, etc. The six-period day and the six-period week work out very well in such a plan.

Regular high-school credit is given for the work in band, but not more than four credits or two units may be counted toward graduation, and the student must thoroughly understand that not more than one unit will be counted toward college entrance. Thus, band must be carried as a fifth subject during the last two years of high school, but the student must not carry other extracurricular subjects that require much time. We have sketched the plans for such a setup with the feeling that specific plans present various problems, and that the administrator of his own program must consider all plans that fit into his own peculiar or standard setup.

A specific weekly program follows:

BAND PROGRAM

Time	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*
8:15 — 9:10	Chorus 9–12	Chorus	Chorus 9–12	Chorus 9–12	Percussion
9:15 — 10:10	Oboes	Bassoons	Oboes	Bassoons	Clarinets
10:15 — 10:45	Glee Club 9–12	Ensemble 7–10	Glee Club 9–12	Ensemble 7–10	Convocation
10:50 — 11:45	Beginners 4–5–6	Beginners 4–5–6	Beginners 4–5–6	Beginners 4–5–6	Horns & Bassos
11:45 — 1:00			NOON		
1:00 — 1:55	Concert Band 1 7–9	Concert Band 1 7–9	Concert Band 1 7–9	Concert Band 1 7–9	Cornets Saxophones
2:00 — 2:55					
3:00 — 3:55	Intermediate 5–6	Intermediate 5–6	Intermediate 5–6	Intermediate 5–6	Flutes 2nd Clarinets
4:00 — 5:00	Ensemble 7–10	Teachers Meeting	Ensemble 7–10	Marching	
7:30 — 9:00: Conducting Solos, Individuals					

[1]Superintendent of Schools, Tell City, Ind.

THE ATHLETIC EQUIPMENT ROOM

Harry E. Pulver[1]

In the present day of vast sport participation by high schools, the equipment of students who engage in games becomes of prime importance. To maintain a standard of cleanliness and order presents a problem of economical and proper care and storage, and in addition the job of teaching students the importance of caring for borrowed things.

In the Washburn High School, Minneapolis, a system of handling equipment for athletics has been worked out and successfully carried on for five years. The equipment in this school is placed in charge of a faculty member, who is required to devote a period a day to this work.

[1]Manager of Athletic Equipment Room, Washburn High School, Minneapolis, Minn.

The equipment room at Washburn is located conveniently near the lockers and dressing rooms of the teams. Equipment for all sports is maintained, and each sport has a definite section in the room for the storage of clothing. The general plan is a series of shelves, placed against the walls, and in sectional shelves in the center of the room, placed at right angles to the long sides. No bins whatever are used, so that the shelves allow free circulation of air through the uniforms. A large box is used for collecting soiled articles of apparel.

Football pants are stacked flat on the shelves; shoes are arranged according to size and quality; jerseys are graded and classified on other shelves; pads and helmets occupy another section — all compactly arranged for easy access and recording.

The hockey, basketball, track, baseball, tennis, and swimming equipment all have separate sections. The garments and habiliment of each sport are named

FIG. 1

WASHBURN HIGH SCHOOL
ATHLETIC DEPARTMENT

SPORT FOOTBALL ARTICLE JERSEY
DESCRIPTION Orange Wool

No	1935	1936	1937	1938	1939	1940
5F1	O.K	O.K				
5F2	O.K	Lost	Bill	Brown		
5F3	O.K	O.K				
5F4	O.K	O.K				
5F5	O.K	Tom-Dick-Harry				
5F6	O.K	O.K				
5F7	O.K	O.K				
5F8	O.K	O.K				

FIG. 2

WASHBURN HIGH SCHOOL _____ 19___

The undersign hereby grants permission for _____ to participate in interscholastic _____ for the 193___ season, and agrees not to hold the school or its representatives responsible for injuries which may be incurred through such participation. Equipment issued for this sport is the property of the school, and the student is responsible for the return of such equipment immediately on recall or for the payment of lost equipment.

SIGNED _____
Parent or Guardian

FIG. 3

Name _____ Address _____
Locker No. _____ Advisor _____ Phone No. _____

TRACK

Article	No.	Kind	Out	In	Article	No.	Kind	Out	In
Towel					Sweat Shirt				
Shirt (Plain)					Sweat Pants				
Supporter					Team Jersey				
Stocks					Team Pants				
Shoes					Shoes, Outdoor				
Pants (Plain)					Shoes, Indoor				

I have received from the Athletic Store Room the equipment checked above. I agree to return the same when called for.

Issued by _____ Signed _____
Prompt _____ Slow _____ Fitted _____ Called in _____

and numbered. Thus, sweatshirts bought new in 1934 bear the serial number 4 to indicate the year, followed by an F, S, or W denoting the season, and finally a sequence number. Typical markings are 4F1, 4F2, etc. All other equipment is similarly numbered. To illustrate: 6S18 on a track jersey means that the purchase was made in the spring of 1936, and the garment is the eighteenth of the lot. A circular stencil, a brush, and laundry ink are used in marking. Football helmets and other equipment definitely used in the fall bear only a number for the year first used, and lot numbers. Shoes are numbered by stamping the instep with a steel figure punch.

The faculty manager maintains an inventory of every article in the room, classified according to sport. An inventory card is illustrated in Figure 1. In January, each year, the manager examines the stock and verifies the presence or disposition of each article in the room. A complete report is made to the athletic director and the principal, showing the quantity and the value of the athletic equipment on hand, with recommendations for additions or replacements. So much for the arrangement.

The Checking System

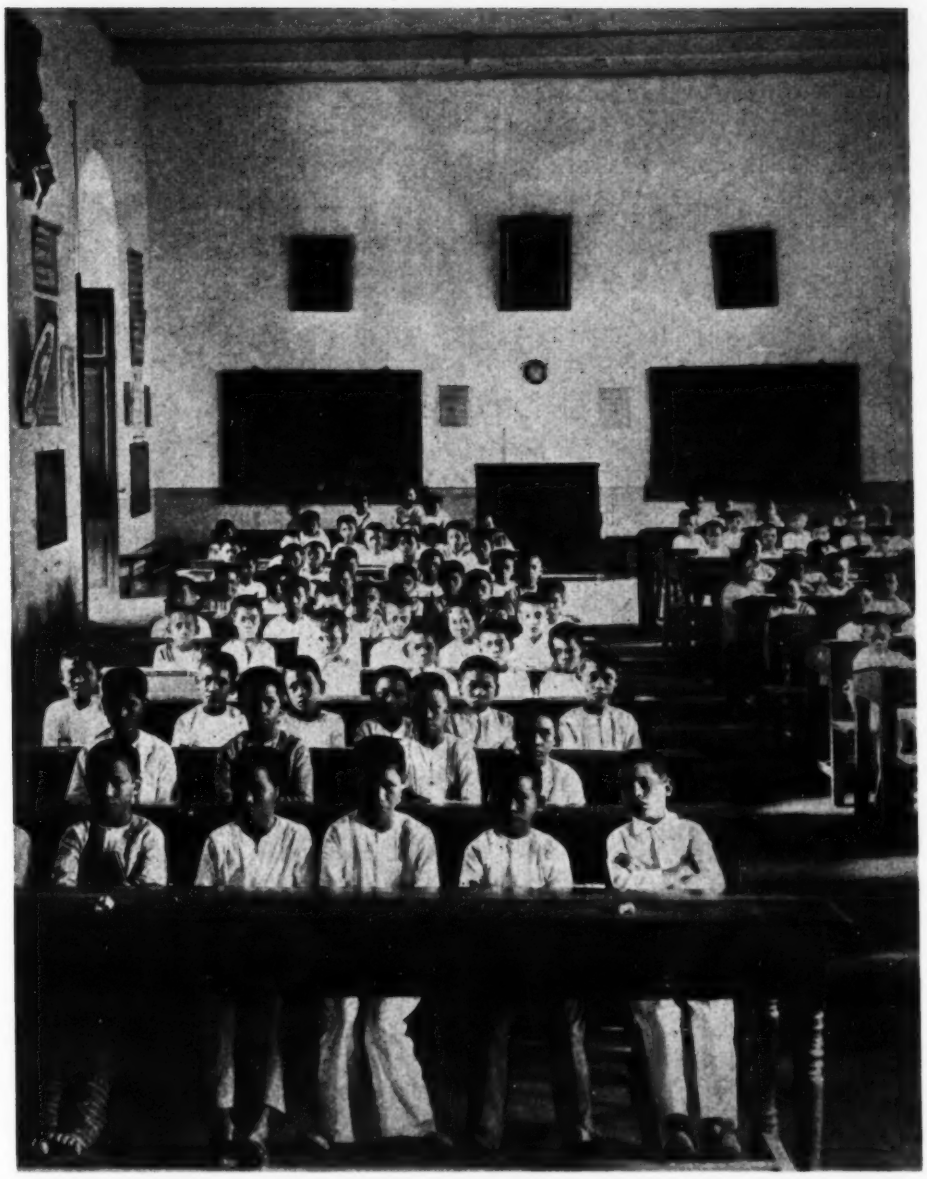
Cards are used for checking out and in articles used. Each student uses a 3 by 5 card for each sport, on which he indicates the equipment he wishes to borrow. The parent signs the card, giving his sanction, and assumes the risk for the return of the equipment to the school (Figs. 2 and 3). When the equipment has been issued to the player, the card, with the numbers recorded, is filed by the athletic-room manager with the cards of all participants in that particular sport.

At the end of the season, each student is required to turn in the equipment issued to him. If all articles are returned, the card is returned to the boy, and the transaction is closed. Should some equipment be lost, the student is billed for it through the main office. The price charged depends on the depreciated value of the article. Students who retire during the season are similarly handled.

A fine of five cents a day is charged for retaining equipment after the deadline date of return. At the end of five days, the student is sent home for his

(Concluded on Page 58)

In the PHILIPPINES



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SANDUSKY, OHIO

Send me free sample of Hygieia Forsyte and booklet "What Price Eyesight?"

Name .....

Position .....

Address .....

(Concluded from Page 56)

equipment and is marked for the unexcused absence from classes missed. He is placed on a black list, and is not allowed to borrow any equipment from the school for the period of one year. Samples of forms for recall and billing are shown below:

.....Adviser

To .....: Please return all athletic equipment you have borrowed before .....

A rental fee of five cents a day will be charged for overdue athletic equipment.

.....

Equipment-Room Manager.

Second Notice

.....Adviser

To .....: You have failed to return athletic equipment as requested, and are now being charged five cents a day rental.

Failure to return this equipment within five days after recall forfeits your privilege to borrow athletic equipment in the future.

.....

Equipment-Room Manager.

Washburn High School

Number..... Name..... Home Rm..... Date.....

There is yet outstanding the following athletic equipment issued and charged to you:

Article *School Price* *Replacement Cost*

Total to pay.....

You are requested to pay for this merchandise within ten days.

Payment Made ..... checked .....

A. E. MacQuarrie, Principal.

By the use of this system, it has been possible to control losses through carelessness or thievery, and to teach the athletes the necessity of care in the use of borrowed equipment.

In addition, the life of the garments is doubled. All small tears are mended at the end of the season, and all materials are thoroughly cleaned before storing.

NOON-HOUR PLAY FOR ALL THE CHILDREN

W. A. Tracy[1]

Consolidated school administrators continually have the problem of supervising the play of children staying at school during the noon hour. In some of the larger schools several hundred pupils remain at the building for their lunches; these children must be supervised during their play so that each may share equally in outdoor play as well as quiet indoor games. Lack of organization and failure to provide a program means that the time is wasted for children even if greater harm should not occur.

Supervised noon-hour play insures a period of activity that is clean, wholesome, and recreational. For the teachers and the principals it is another educational activity and means of avoiding a troublesome responsibility.

In the Mediapolis, Iowa, school, 233 children are transported to the central building daily from homes at distances of one to five miles. To this number are added enough town children to bring the total at the building during the noon hour to about 300.

TWO OF THE GAME ROOMS IN ACTION

A year ago the play program for these children was placed in the hands of the assistant athletic coach. Before starting the program inquiries were addressed to the state department of public instruction and to various organizations interested in promoting play and recreation, and the available literature on the subject was studied. It was found that for the local situation very little equipment would be needed. A number of softballs and bats and a supply of rubber game balls were purchased. The senior boys in the high school were interested to help the coach lay out a good doubles tennis court, additional softball diamonds, and an outdoor volleyball court. The tennis court was surfaced with agricultural lime, and a 9-ft. wire mesh backstop was put in place. The local telephone company gave the school the necessary posts, and a carpenter and the janitor of the school did the work which the boys were unable to handle. An outdoor basketball court and two horseshoe courts were laid out at practically no expense. The entire six-acre playground was divided into sections, and a section was allotted to each school group or grade. The lower four grades were assigned to the area containing the swings and other playground apparatus; the boys of the upper grades and the high school were assigned to the skinned ball diamond; the high-school girls and other grade children were assigned to various ones of the five other smaller ball diamonds.

Schedules for softball were made out for the grades and the high school, and so arranged that each grade was represented by one or more teams. Horseshoe and tennis tournaments were prepared so that these courts were in continuous use. Boys and girls were assigned to alternate days on which they might use the basketball court and the volleyball court.

Boys Assist in Supervision

To help in the management, nine boys from the upper classes in the high school were chosen. Boys with especial qualifications for leadership, honesty, and good sportsmanship, were picked to work under the supervision of the coach on a daily schedule from 12:15 until 12:50. Each boy is responsible for a section of the school grounds when play is possible outdoors; the boys are also assigned to regular posts in the gymnasium when bad weather makes indoor play necessary.

(Concluded on Page 60)

[1]Superintendent of Schools, Mediapolis, Iowa.

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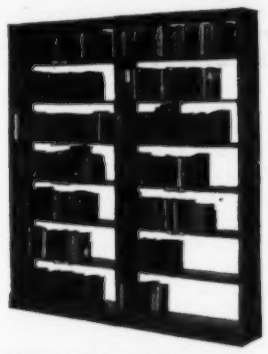

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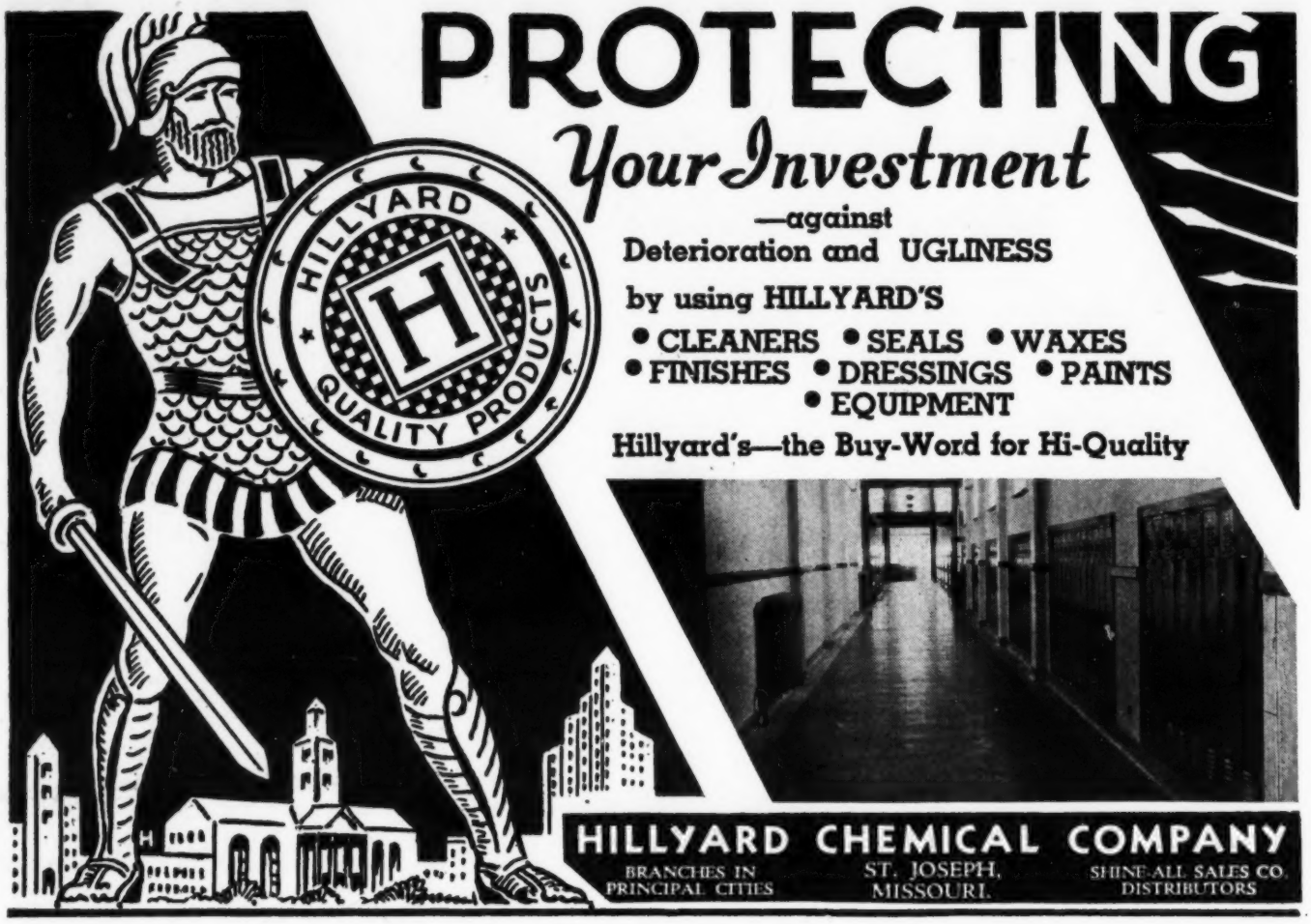
Address.....

City..... *State*.....



(Concluded from Page 58)

The boys do all of the umpiring and officiating of the games and otherwise supervise the play. The coach is present during the entire period and directs his assistants. The game schedules are posted in advance, so that every child knows what games are to be played and what teams are playing. Tournament competition motivates the various activities and maintains interest.

Winter-Months Indoor Sports

During damp and cold weather, the gymnasium is used. The large floor is laid off for softball, volleyball, and basketball. Group games and relay races are played. The teams that compete are required to appear on the floor at a designated time, dressed suitably for the activity scheduled. The hour is divided into two parts, one from 12:00 to 12:20, and the other from 12:20 to 12:50. During the first part of this period, the lower four grades may use the floor for circle and other games. The latter part of the period is so divided as to allow four teams to play any games that are scheduled. Tournaments are run on regular schedules. Children who are not engaged in the games are permitted to occupy the gymnasium bleachers. Ample time is allowed so that children may change clothing before the classes begin.

On the second floor of the building the student council has furnished a game room with ping-pong tables, checkerboards, and other indoor games. Two teachers alternate in supervising this room. A regular program is maintained so that the largest number of students possible may make use of the equipment.

The school library is open during the noon hour, and children not otherwise engaged are encouraged to read the papers and current magazines as well as the books on file. The librarian is regularly on duty to assist children. Pupils in the grades are also free to use their room libraries and reading tables.

The whole program is based upon the best principles of human relationships and good sportsmanship. The sportsmanship code and the ten rules of a good sport are the general rules laid down for the conduct of pupils on the playground or in the gymnasium.

LOUISVILLE REJECTS CENTRALIZATION

Among a number of recommendations made in a survey of the Louisville, Kentucky, school system, by the Griffenhagen experts, was one which seeks to centralize the entire administrative service under the authority of the superintendent of schools.

The Louisville board of education has not been inclined to accept the recommendation, believing that the division of the professional and business departments, both responsible to the same authority, has worked out well in the past. In a public statement, the board outlines its position as follows:

"The board of education respects the views of those who have suggested centralization of all executive authority over the school system in the superintendent, with the business director and the secretary and treasurer, now responsible directly to the board, becoming subordinate to the superintendent, who would thus accept responsibility for the business administration of the school system along with his duties as educational director.

"For the information of the public, the school laws of the state permit either system and the board has found the present plan satisfactory and preferable over a period of more than 25 years. Those who have criticized the present system on the ground that it is not efficient and conducive to harmony in the executive personnel, are challenged to prove this in the case of the Louisville public schools, as all facts and figures definitely prove the contrary.

"The problems in the educational division today are not due to this system. In fact, those problems relate so exclusively to the educational division that the need today is for a strong, capable superintendent who will be unhampered by any other duties or considerations. Superintendents Holland, Reid, Scott, Hartley, Gregory, and Archer worked in complete harmony with the present plan of school administration."

The board of education is made up of the following members: William H. Camp, Mrs. Evelyn K. Zubrod, Nathan P. Bloom, John A. Miller, and Stephen S. Jones.

ATLANTA'S SCHOOL-BUSINESS ADMINISTRATION

In his annual report to the board of education of Atlanta, Georgia, Supt. William A. Sutton outlines the detailed function of business administration as interpreted in that city. This service, he urges, should first keep in mind the welfare of the children and always recognize the obligation of the schools to the public.

Atlanta's conception, Superintendent Sutton says, is to see that all property is properly protected, and that all transactions relating to the school system are carried out in a businesslike manner, and to the end that the revenue will buy the most service for the public.

The more detailed function of the school-business administration is described as follows:

Maintenance of Plants: (1) Provide all-year-round, well-trained maintenance staff. (2) Maintain an adequately equipped and efficient repair department. (3) Provide for continuous inspection and upkeep of all school properties. (4) Anticipate maintenance needs and as these needs arise, satisfy them as far as possible. (5) Contract any job which the maintenance staff is not able to do. (6) Establish definite policies and standards.

Operation of Plants: (1) Provide all-year-round, well-trained janitorial service. (2) Provide proper heating and ventilating service. (3) Provide scientific lighting service. (4) Take care of playgrounds, lawns, shrubbery, landscaping, etc. (5) Provide continuous inspection in order that buildings may be kept in sanitary condition.

Accounts and Records: (1) Provide a standard system of accounting. (2) Account for expenditure of school funds. (3) Account for the use of all school properties. (4) Provide a complete system of records. (5) Furnish a detailed statement covering all moneys provided for education. (6) Determine unit costs. (7) Check expenditures against budget appropriations. (8) Supervise "internal" accounting. (9) Provide efficient payroll procedure.

Supplies and Equipment: (1) Provide efficient system for handling supplies, etc. (2) Set up a plan for budgeting all supplies. (3) Set up standard or approved specifications for all supplies. (4) Determine supplies in the light of educational need. (5) Purchase through competitive bidding. (6) Prevent waste, loss, and oversupply. (7) Provide suitable storage. (8) Provide an efficient method of distribution of supplies.

Capital Outlay: (1) Maintain architectural and engineering service. (2) Acquire title to property. (3) Set up standards for materials, specifications, building plans, contracts, bonds, and equipment. (4) Approve plans and specifications. (5) Supervise construction. (6) Keep construction records, specifications, and plans. (7) Revise standards in the light of experience.

Safeguards: (1) Adequately protect all school funds and property against: (*a*) theft, (*b*) embezzlement, (*c*) burglary, (*d*) fire. (2) Provide a system of bonding and insurance which will be adequate, efficient, and economical. (3) Remove fire hazards. (4) Carry continuous inventories. (5) Provide monthly internal audits. (6) Secure an annual audit from the state department.

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BUT THE COMPETITION WAS STIFF

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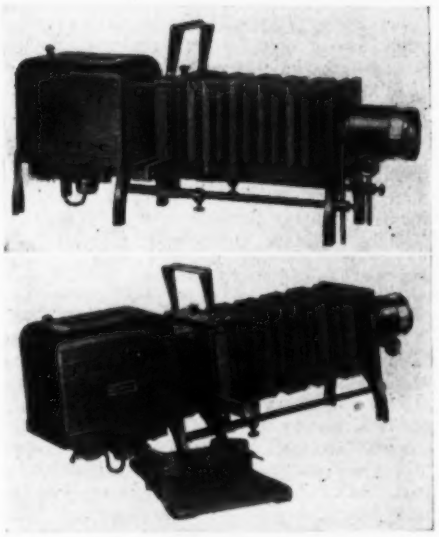

Above, Model B Balopticon for lantern slide projection.
Below, Model BDT, the same as model B but with a convenient tilting base.

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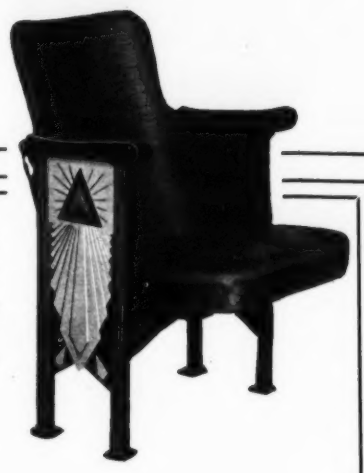

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SCHOOL LAW AS VIEWED BY THE COURTS

(Concluded from Page 41)

against the school district to force an abandonment of the service on the theory that such service was prohibited by inference since the statute referred to first class only.

The court did not agree. Student activities as they are now carried on were discussed at length, the court adding, "These activities have educational value, some more than others, perhaps, but all tending strongly in that direction."

In answering the argument of the complainant it was noted that "if directors of a second-class school district may permit student activities at all, we see no reason why those activities may not include the sale of lunches, ice cream, and candy, both for the direct effect on the welfare of the students, and also for the indirect benefit of thus financing other and perhaps still more desirable functions." *Hempel* v. *School District No. 329 of Snohomish County*, 59 Pac (2) 729 (Wash.).

State Board and Superintendent Supreme

As long as no act is done arbitrarily or capriciously, the state board of education and the superintendent of public instruction are supreme in their sphere.

This action was brought by the State of Montana on the relation of School District No. 29, Flathead County, against Frank H. Cooney, Governor, and others, to compel recognition of Flathead County District No. 29 as a three-year accredited school. The state board denied the recognition.

The court pointed out that this controversy had arisen from a misconception of the relative functions of the state board of education and the superintendent of public instruction, on the one hand, and the local board of school trustees on the other. The former have certain powers and duties, as does the local board, and each acting within the law, is supreme in its respective sphere so long as no action is arbitrary or capricious. "Among the duties imposed upon the state educational officials . . . is that of establishing and maintaining a general uniform and thorough system of public instruction. A specific duty is that they shall establish uniform standards of study and maintain certain standards to which all local schools must conform before such local schools are entitled to be placed upon the accredited list."

The court then went on to say that local boards had certain powers of control and management and remarked that the state board, the superintendent, and the local board are quasi-judicial bodies or officials, and that they all exercise discretionary powers. . . . "When such powers are exercised in the manner prescribed by law, no right of review exists." 59 Pac (2) 48.

Notice of Dismissal Necessary

Under the California school code, a written notice of dismissal to a probationary school teacher is necessary to be effective.

F. C. Darby, who was employed as a principal and a teacher, was present at the meeting of the trustees of the school district when it was voted not to re-employ him. He was asked if written notice was necessary and replied that it was not. At the next school year he presented himself ready to teach. Upon the trustees' failure to give him an assignment, he brought a suit to compel an assignment of duties.

It was contended for the Biggs School District, of Butte County, that he had actual notice, thus written notice was unnecessary. "The fact that respondent [teacher] knew of the action of the board, and subsequently stated to others the action of the board, constitutes no determinative factor in this case. That written notice is necessary, irrespective of the actual knowledge by a teacher of the action of the board of school trustees in voting for his dismissal, has been so often affirmed by the courts of this state as to become well settled law. . . ." 59 Pac (2) 167.

Dismissed Teacher Must Appeal

Dismissed teachers must appeal to the county superintendent within the time limited by law. "The trustees of school districts have the control of the schools in their districts, and have the power to employ and dismiss teachers: but in case of dismissal of teachers, they have the right of appeal from such order of dismissal to the county and state superintendent."

The teachers involved in this case were dismissed on April 15, 1935, but not until September 12 of that year did they appeal to the county superintendent. He refused to consider the petition.

"The attempted appeal of the appellants [teachers] 150 days after the order of dismissal was, as a matter of law, an unreasonable delay, came too late, and the refusal of the county superintendent to consider same was correct. The act of the board of trustees in dismissing appellants as teachers was an exercise of its administrative power in the management of its schools, and appellants not having complied with the law as to appeal from the order of dismissal, the same became final, and appellants [teachers] could not assert a right to teach under the cancelled contracts of employment." *Heaberlin* v. *Joaquin Independent School District Number 38*, 95 S.W. (2) 1339. Texas.

School not Liable for Injuries

The superintendent and athletic supervisor are not liable for injuries to a six-year-old child injured on a slide, unless they were negligent. *Medsker* v. *Atchison*, 199 N. E. 429 (Ind.). January 28, 1936.

" . . . Generally speaking, school officers acting within the scope of their duty are only responsible individually for the injuries resulting from corrupt motives and not from mistake of law or judgment. Here the school board in the exercise of its judgment caused this slide to be erected. Exercising its judgment, it accepted the report of the superintendent of the schools to the effect that the slide had been properly installed. There is no charge that his judgment or that of the board was influenced by improper motives, or that it was not their best judgment. The board's judgment may have been good or it may have been bad. It has the same right to err in judgment as any other body, and in the absence of corruption one should not be questioned any more than the other.

"The fact remains that the board did exercise its discretion and judgment. That may not have been the judgment of any other three men, but in the absence of a showing that there was an abuse of that discretion or of fraud, their judgment is supreme. Their action cannot be changed, modified, or controlled by juries or courts. Under such circumstances the judgment of no one or of the courts can be substituted for the judgment of the body designated by law to be intrusted with that duty. . . .

"The school board as a unit, and not as individuals, accepted the report of the superintendent. They had delegated generally to this man the conduct of the schools. He occupied a responsible position in the community and he discharged his duties as such for several years. He inspected this slide and reported that it was properly installed and the board exercised its discretion and accepted the report. In the absence of a showing that they directed his specific act or personally co-operated therein, they cannot be held personally liable. There is no showing that the superintendent was negligent in his inspection. . . .

"Of course, the teachers [the superintendent and coach] cannot be liable, unless it be shown that they individually were guilty of the active negligence.

♦ Cumberland, Md. Two six-year high schools have been established with the opening of the new school year. Each of the schools has 1,750 students, enrolling students from the seventh to the twelfth grades. The Fort Hill High School, recently completed at a cost of $253,000, is being used for the first time this year.

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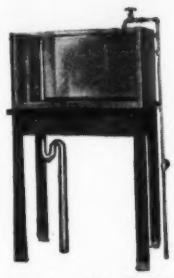

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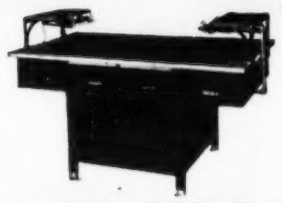

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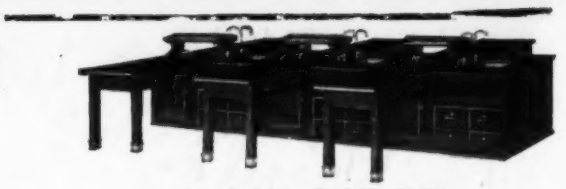

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Representatives in Principal Cities

Announce *Program* of National Association of Public-School Business Officials

Mr. Paul H. Scholz, president of the National Association of Public-School Business Officials, has announced the tentative program for the annual convention of the Association, to be held October 12 to 16, in St. Louis, Mo.

The headquarters for the meeting will be located in the Jefferson Hotel, where the registration booth and visiting will be concentrated.

The meeting will be opened with addresses of welcome by Dr. Lloyd W. King, State Superintendent of Public Instruction of Missouri; Hon. James J. Fitzgerald, president of the St. Louis board of education; and Dr. Henry J. Gerling, superintendent of the St. Louis public schools.

The main topics to be taken up in the program will comprise business management, handling supplies, credit unions, janitorial problems, modernization problems, state control of schools, and consolidation.

Tuesday, October 13

The Business Manager's Job — Col. Howard P. Savage, business manager, board of education, Chicago, Ill.

Handling Supplies in a Small City — R. L. James, secretary, Mason City, Iowa.

Efficient Control of the Custodian-Engineer Force — L. H. Rich, director of personnel, board of education, Detroit, Mich.

Credit Unions — William C. Bruce, Editor, American School Board Journal, Milwaukee, Wis.

Cleaning and Sanitation Problems — Dr. W. W. Carpenter, professor of education, University of Missouri, Columbia, Mo.

Modernizing Old School Buildings — A. A. Knoll, business manager, board of education, Long Beach, Calif.

North Carolina System of State Control — M. M. Fowler, business manager, board of education, Durham, N. C.

Reducing School Bills by Consolidation of Districts — Hon. Walter D. Cocking, State Commissioner of Education, Nashville, Tenn.

Business Methods in Public Service — Dr. Isidor Loeb, School of Business and Public Administration, Washington University, St. Louis, Mo.

Wednesday, October 14

Assumption by States of the Financing of Capital Outlay for Schools — N. E. Viles, director of school-building service, state department of education, Jefferson City, Mo.

An Adequate and Modern Annual Report — J. D. M. Crockett, public accountant, Kansas City, Mo.

Self-Survey of School-Business Management—George W. Grill, assistant superintendent of schools in charge of business management, Lakewood, Ohio.

Determining the Cost of an Adequate and Efficient School-Bus System — I. O. Friswold, director of buildings, State of Minnesota, St. Paul, Minn.

The Business Manager's Functions in Controlling the School Budget — Dr. John Guy Fowlkes, professor of education, University of Wisconsin, Madison, Wis.

Efficiency and Economy Through Visual Education — Supt. Ralph Irons, Evansville, Ind.

Reduction of High-School Costs — Dr. Henry J. Gerling, superintendent of schools, St. Louis, Mo.

Federal Projects — H. F. Alves, specialist in state school administration, U. S. Office of Education, Washington, D. C.

Building the Work-Study-Play Plan of Organization — Dr. Leonard Power, research specialist, Washington, D. C.

Financial Aspects of Maintaining and Operating Platoon Schools — G. E. Wulfing, superintendent of property, Gary, Ind.

Air Conditioning in the Public Schools — John Howatt, engineer, board of education, Chicago, Ill.

Merit-Type Teachers' Salary Schedule — Willard E. Goslin, superintendent of schools, Webster Groves, Mo.

Minimum Essentials for School-Business Management in the Average-Size City — Dr. N. L. Engelhardt, Columbia University, New York, N. Y.

Thursday, October 15

Panel: Co-operation between the Federal Government and the States and Their Local Governments in the Support of Public Schools. Dr. Fred Engelhardt, leader. (1) Statement of the Problem — Dr. Fred Engelhardt, University of Minnesota. (2) The Concern of the States — Dr. E. E. Lewis, Ohio State University. (3) The Public Attitude — C. W. Atkins, Governmental Research Institute, St. Louis, Mo. (4) Attitudes of Educational-Leadership — Prof. N. B. Henry. (5) The Technical Problem Faced in a Satisfactory Solution — Prof. E. S. Lawler, Northwestern University, Evanston, Ill.

Friday, October 16

Business session and inspirational addresses.

There will be a series of five round-table sessions on the subjects of finance and accounting; building construction and plant maintenance; plant operation and custodian service; supplies, equipment, and cafeterias; reports of research and standing committees.

ATTEND SAFETY SCHOOL

Indiana school-bus drivers attended safety classes the week of September 7, held in the several counties at the request of Floyd I. McMurray, state superintendent of public instruction. Classes were conducted by the state safety division.

More than two hundred thousand Indiana children are transported to school in busses. Last year the busses traveled more than seven million miles without a fatal accident. "Indiana is placing into operation this year the best system of school transportation in the world," Mr. McMurray said in a newspaper interview. "In fact, the Indiana specifications for school-bus construction are being introduced in many of the states. We have the most carefully selected school-bus drivers we have ever had."

WHAT SCHOOL PEOPLE ARE SAYING

We are the first to proclaim that education is the handmaiden of democracy, that it is essential for the preservation of democracy, that through it alone may America conserve its heritage of freedom, equality, and justice. — *John A. Sexton, President, California Teachers Association.*

The association will work toward a teacher-tenure law whereby a teacher who is rendering good service would not be subject to the necessity of seeking employment annually. This would give the teachers the security they now lack. — *Miss Rita A. Murphy, President, North Dakota Education Association.*

As our life has become more complex, education has become more essential. As the demands of modern civilization upon the individual increase, the obligations of the schools — the civilizing force of a nation — toward the individual increase. — *Robert L. Cooley, Director, Continuation School, Milwaukee, Wis.*

MR. BRETT PASSES ON

Mr. George P. Brett, chairman of the board of the Macmillan Company, textbook publishers, died on September 19, at his home in Greenfield Hill, Fairfield, Conn. He was 77 years old.

Mr. Brett was the founder of the American house of the Macmillan Company. Born in London, he came to the United States as a young boy, and received his education in the City College of New York. He entered the employ of Macmillan of London, as a salesman in the United States, where a New York branch office was maintained under the direction of his father. Upon the death of his father, he took over the agency. In 1896 an American corporation was organized, and he became its first president. He remained in that capacity until his retirement in 1931, when he became chairman of the board. He was responsible for the establishment of a new system of wholesale distribution of books throughout the country, and was one of the first publishers to establish agencies in foreign countries.

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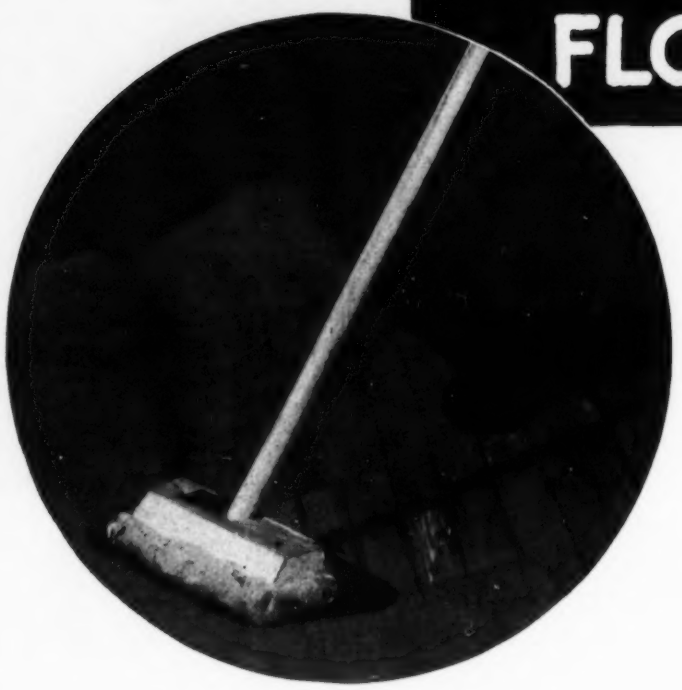

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Personal News of Superintendents

● Dr. Frederick Archer, formerly superintendent of schools at Louisville, Ky., has become a member of the staff of the University of Alabama.

● Mr. James E. Patton, of Newman, Ill., has become superintendent of schools at Steger.

● Mr. LaVerne Borman, of Blunt, S. Dak., has accepted a position on the staff at Humboldt.

● Mr. B. J. Buikema has assumed his duties as assistant superintendent of schools at Grand Rapids, Mich. Mr. Buikema was formerly an instructor in the South High School.

● Mr. L. C. Henderson, formerly principal at Harlan, Ky., has been elected superintendent of schools. He succeeds W. M. Wesley.

● Mr. John E. Hiett has been elected superintendent of schools at Lima, Ohio. He succeeds Donald B. Roeder, who has gone to Mt. Gilead.

● Mr. Irvin H. Schmidt, formerly superintendent of schools at Sac City, Iowa, has assumed his duties as assistant superintendent of schools at Davenport, Iowa.

● Mr. J. E. Hardimon, of Hancock, Mich., has become superintendent of schools at Houghton. He succeeds H. S. Denison, who has retired.

● Mr. B. C. Fairman, of Oscoda, Mich., has assumed his duties as superintendent at Reed City. He succeeds O. H. Olsen, who has gone to Dearborn, Mich.

● Mr. H. M. Roland, of Burlington, N. C., has become superintendent of schools of New Hanover County.

● Mr. L. C. McIntosh has been elected superintendent of schools at Worthington, Ind. He succeeds James M. Tilley.

● Mr. James E. Pitcher, formerly assistant superintendent in the Webster Parish schools at Minden, La., has become superintendent of schools. He succeeds E. S. Richardson.

● Mr. V. H. Volgamore, formerly superintendent of schools at Boone, Colo., has assumed his duties as principal of the Carlile elementary school in Pueblo.

● Mr. Chester S. Hatch, of Hudson, Colo., has been elected superintendent of schools at Boone, succeeding Mr. Volgamore.

● Supt. Wm. E. Hoffman, of Mahnomen, Minn., has been re-elected for his eleventh term.

● Mr. M. C. Wilkinson has assumed his duties as superintendent of schools at Mingo, Okla.

● Mr. Calvin Grieder, formerly superintendent of schools at Keystone, Iowa, has accepted a position as research assistant at the State University of Iowa.

● Mr. James L. McGuire has been re-elected as superintendent of schools at North Providence, R. I.

● Mr. George C. Cumming, of Houlton, Me., has become superintendent of schools at Rockland.

● A new school auditorium at Newport, R. I., has been named the Lull auditorium, in honor of Dr. Herbert W. Lull, superintendent emeritus of the public schools.

● Mr. Ralph A. Francis has been elected superintendent of schools at Highland, Ohio. He succeeds J. M. Garst.

● Supt. A. M. Wisness, of Willmar, Minn., is serving his eighth year as head of the school system.

● Mr. Harold Rogers, formerly connected with the music school of Valparaiso University, has joined the staff of Valparaiso High School as director of instrumental music. Mr. Rogers is a graduate of the Illinois Wesleyan College and has been a teacher of music for five years.

● Mr. J. P. Millican, of Hawkinsville, Ga., has been elected superintendent of schools at McRae.

● Mr. E. H. LeBarron, formerly supervising principal of schools of Central Islip, L. I., N. Y., has been elected as superintendent of schools at Hicksville, L. I., N. Y. He succeeds Mr. E. A. Van Slyke, who has retired after 13 years' service.

Mr. LeBarron was one of 75 candidates for the position. He is a graduate of the Buffalo Normal School, the Buffalo Teachers' College, the New York State College for Teachers, and has a master of arts degree from Columbia University for work in school administration. He has had 18 years of experience as a teacher, principal, and supervising principal in New York State schools.

● Prof. Fletcher Harper Swift, of the School of Education, University of California, has been created Chevalier of the Legion of Honor by the French government, in recognition of the significant service rendered to the Republic through his monograph on the financing of education in France.

● Dr. Lamont F. Hodge has resigned from the office of superintendent of schools of Yonkers. N Y., after the completion of 14 years of service as superintendent and 11 years as assistant superintendent. Dr. Hodge will be entitled to a pension. Mr. William R. Williams, deputy superintendent of schools, has been appointed as acting superintendent until the appointment of a new superintendent.

● Dr. Clarence M. Dannelly, of University, Ala., has become superintendent of the public schools of the city and county of Montgomery. He succeeds Dr. W. R. Harrison, who has retired.

Dr. Dannelly is a graduate of the State Teachers' College of Troy, received his A.B. degree from the Birmingham-Southern University in 1912, took his M.A. degree from Peabody College, Nashville, in 1926, and received his Ph.D. degree (in administration) from Yale in 1933. He also holds honorary degrees, given by the Birmingham-Southern College in 1931, the Southwestern University in 1931, and the Centenary College in 1932.

Dr. Dannelly, since graduation, has been principal of a preparatory department in the agricultural school at Albertville; superintendent of schools at Evergreen from 1908 to 1917; superintendent of religious education in the Alabama Conference, Methodist Church of the South; President of Kentucky Wesleyan College from 1928 to 1932; chief supervisor of TVA programs in 1933; and professor of education at the University of Alabama from 1934 to 1936.

● Mr. V. C. McClung has assumed his duties as superintendent of schools at Newaygo, Mich.

● Mr. V. H. Bancroft, of Greenup, Ill., has become superintendent of schools at Newman. He succeeds James E. Patton, who has gone to Steger.

● Mr. Leo T. Wilcox, superintendent of schools at Cortland, N. Y., died suddenly on August 27.

● Mr. L. B. Yost has been elected president of the board of education of Coleridge, Nebr., to succeed Dr. F. G. Dewey, who retires after a service of six years. Mr. Chalmer Wilkerson has been re-elected as secretary of the board, and Mr. L. D. Crellin as treasurer.

● Mr. R. B. Carey, formerly of Stromsburg, Nebr., has assumed his duties as superintendent of schools at Gering. He succeeds Mr. J. E. Blackman.

● Mr. Homer L. Stevens, formerly an instructor in the high school at Springfield, Ohio, has become superintendent of schools, succeeding Mr. Frank M. Shelton. Mr. Stevens, a graduate of Wittenberg College, holds a B.A. degree given by Ohio State University, and has completed graduate work at the University of Chicago. In addition to his work in the high school, he served for seven years as principal of the evening high school.

NEWS OF SCHOOL OFFICIALS

● Mr. W. O. Gray has been elected president of the board of education at Independence, Kans.

● The school board of Harlan, Ky., has reorganized, with the election of Dr. Clark Bailey as president, W. D. Jones as vice-president, and Miss Margaret Mullins as secretary.

● The school board of Wellington, Kans., has elected Mr. George A. Slothower president, W. P. White vice-president, and Hubert Richards clerk.

● Mr. Henry Tabert has been elected by the school board of Crosby, Minn., as president. A. C. Bosel was elected clerk, and B. A. Smith was named treasurer.

● Mr. John Hyslop has been re-elected as president of the school board at Fulda, Minn. Curtis Miller was elected clerk, and J. K. Erickson was named treasurer.

● The school board of Jonesboro, Ind., has elected Earl Himelick as president, Corlin Shields secretary, and O. H. Jay treasurer.

● The school board at Lake Crystal, Minn., has reorganized, with the election of Mr. J. C. James as president, Mr. Harry Hanson clerk, and Mr. H. C. Johnson treasurer.

● Mr. L. B. Davis, formerly assistant superintendent of schools at El Paso, Tex., has been named auditor of the school system. He succeeds R. A. Hanley.

● Mr. Y. D. Carroll has been elected president of the school board of Beaumont, Tex.

● Mr. G. F. Heflin has been elected president of the school board at Elmwood Park, Ill.

● Mr. Frank A. Cooley has become president of the school board at Fort Dodge, Iowa.

● Mr. Wm. J. Donville has been elected a member of the board of education at Thief River Falls, Minn. He succeeds Mrs. Frances R. Larsen, who resigned after completing 16 years as a member. She served 13 years as secretary, and two years as treasurer of the board.

● The school board of Meriden, Conn., has reorganized, with the election of Dr. E. L. Adams as vice-president, and Miss Florence Minkwitz as secretary.

● Mr. James J. McKay, general manager of the John O. Hertel Company, publishers, of Chicago, Ill., has been elected president of the board of education at Valparaiso, Ind.

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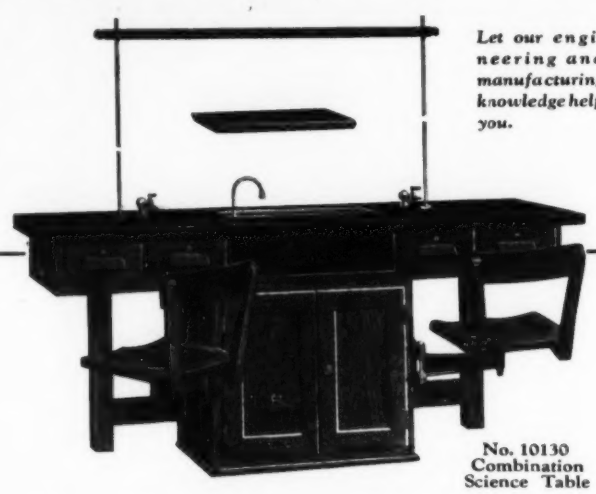

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Book News

The Fourth Yearbook of School Law

Prepared by sixteen specialists. Paper cover, 154 pages. Price, $1. Published by M. M. Chambers, Washington, D. C.

This work has distinct values. It contains a summary of the decisions in the higher courts of the United States in cases involving school law.

The present volume records the litigation which has arisen during the past year (1935), and the fifteen chapters, each compiled by a school executive, limits itself to one of the major aspects of school organization, control, operation, and financing. In a sense, the cases reported reflect both the changes in the statute law as well as the administrative policies that have occurred during the year. Thus the emphasis in suits relating to the dismissals of teachers has been shifted from the mere contractual rights to problems arising from the tenure law and the attempts of unwise school boards to evade the law. Similarly, cases have arisen from attempts of teachers to acquire a permanent status even though they are not entitled to the same. During the year there has been much litigation concerning tuition and transportation of pupils due undoubtedly to the general economic conditions which have made school boards both eager to receive tuition fees on the one hand and unwilling to pay the same unless compelled to do so.

The chapter which concerns itself with the tort liability of school boards and of school personnel commends especial interest. It reports fifteen cases which have come before the courts of California, Georgia, New York, Pennsylvania, New Jersey, and North Carolina. In the states where the older common-law view of the liability still obtains, the school districts continue to escape, but in at least four states the reason for litigation is to bring justice to bear more satisfactorily, particularly in the matter of injuries in laboratories, manual-training shops, and on playgrounds, etc.

Where those in authority have been negligent in providing safeguards or proper precaution the courts have awarded damages. One case in California was based upon the claim that a boy lost his finger in some manual-training machinery. It was shown that the teacher had cautioned the students as to the danger involved. The court here denied the claim. Similar cases were decided adversely to the plaintiff in New York State where it was shown that ordinary precaution had been taken to avoid accidents.

The financial transactions engaged in by boards of education involved considerable litigation. "The general rule that all current expenditures must be met out of the current income of the particular year is sustained by an Oklahoma case. This rule, however, cannot be used as a means of evading the payment of a just debt. This is illustrated by one case in Oklahoma and two in Florida. In the first instance, a school board failed to pay the last installment of 1928–29 salaries to 176 teachers. It added the amount due each teacher to his next year's contract, and again it failed to pay it. It resorted to this subterfuge for five years. When taken to court, the board pleaded that payment would be unconstitutional. The court held that constitutional provision did not apply, but that since the debt had not yet been outlawed by the statute of limitations, it must be paid."

Dr. Chambers is rendering a very important service in keeping his annual compilations up to date. The Yearbook is a necessary instrument of service in every school-board office.

An Outline of the History of Music

By Karl Nef. Translation by Carl F. Pfatteicher. Cloth, 359 pages. Price, $3.50. Columbia University Press, New York, N. Y.

This volume makes available in the English language a work that has become a standard text as well as a popular reference book in Germany and France. It is both scholarly and comprehensive, and still retains a sufficiently popular approach to keep it within the practical interests of the adult reader who desires to learn the origins and the changes in the popular forms. Perhaps American developments have been given all the space they deserve — and the author certainly has a good perspective of all countries — but a fuller discussion of our composers and native folk songs would add to the value of the book for comparative study purposes.

Laboratory and Workbook Units in Chemistry

By Maurice U. Ames and Bernard Jaffe. Cloth, 240 pages. Price, $1.08. Silver, Burdett & Company, New York, N. Y.

These 51 units have been selected to satisfy the requirements of state and college-entrance syllabi and of the leading texts. More impressive evidence of their value and practicality is the fact that the authors have used them successfully for some years and have found them to satisfy the needs for a rather complete elementary course. Applications of principles and phenomena to modern industry are stressed.

The New Path to Reading

My Second Primer. By Anna Dorothea Cordts. Revised Edition. Illustrations by Maurice Day. Cloth, 126 pages. Price, 52 cents. Ginn & Company, Boston, Mass.

There is excellent teaching sense in this book which is in every way a primer — it provides an opportunity for interesting reading about child activities and happy experiences. It follows the primer in the same series as a means of using the skill and the knowledge already acquired to enlarge and widen the experience through much delightful experience.

New Curriculum Arithmetics

By Leo Brueckner, C. J. Anderson, G. O. Banting, Elda Merton. Grade Five, 275 pages, 60 cents; Grade Six, 277 pages, 60 cents. John C. Winston Co., Philadelphia, Pa.

The accepted objectives of arithmetic — ability in problem solving and the use of numbers in everyday life — are stressed in these books. The significant feature of the organization for grades five and six is the fact that work with two- and three-place divisors and common fractions are introduced for the first time in the fifth grade, and division of fractions, decimals, and percentage are held over to the sixth grade. Much attention is given to the discovery of individual differences in children, and diagnostic tests are supplemented with clever material for reteaching.

Nick and Dick

By Arthur I. Gates, Franklin T. Baker, and Celeste Peardon. Cloth, 138 pages. Price, 56 cents. The Macmillan Company, New York, N. Y.

The primer in a new series of supplementary readers. The subject matter relates to typical child experiences in the city, the country, the home. The vocabulary has been studied to supplement the words used in the Gates basic text.

English for Today

By Ettie Lee. Cloth, 398 pages. $1.20. The Macmillan Company, New York City.

"English for Today," says the author, "is primarily a nonconsumable workbook of unified drills, based upon material of intrinsic value. The chief purpose of these drills is to train the ear to correct forms of

Selected by a Committee from Scranton High School Faculties

Probably no other class of people is as well qualified to report on locker performance as teachers and school administrators. It is under their eyes the equipment is used. Consequently the building schedule drawn up for the new West Scranton Junior High School (Scranton, Pa.) contained a very vital recommendation which seems to us a triumph for Lyon designs and manufacturing methods.

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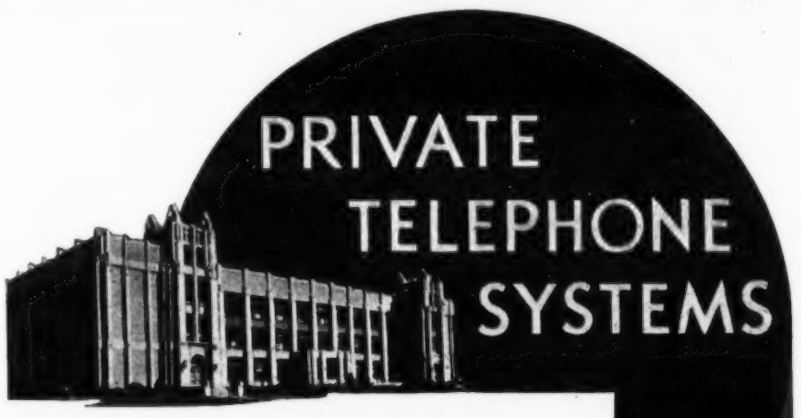

Modern school administration requires facilities for quick intercommunication between classroom, principal's office, study halls, janitor's quarters, etc. Timewasting trips must be avoided . . . classrooms must be kept supervised. With quick, easy intercommunication always available, teaching staff activities are raised to a much higher plane of effectiveness.

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English." The book is intended for supplementary use in the seventh, eighth, and ninth grades.

The author explains clearly the various parts of speech, the various forms of composition, including poetry, and gives examples and exercises to fix the correct form in the pupil's mind.

While most of the books recommended for pupils' reading are well chosen, a few are objectionable.

Mathematics in Life

By Raleigh Schorling and John R. Clark. *Unit B. Constructions: Using Geometry in Practical Drawing.* Paper, 48 pages. 24 cents. *Unit C. Drawing to Scale: Some Everyday Uses of Mathematics.* Paper, 48 pages. 24 cents. *Unit D. Per Cents: Their Meaning and Use.* Paper, 64 pages. 28 cents. World Book Company, Yonkers, N. Y.

On reading these booklets, people who have completed many of the formal courses in mathematics will be surprised to find that they themselves easily can apply mathematical principles to the solution of many problems of everyday life, and find the application interesting and easy. The booklets, intended especially for the "slow" students, may be put into the hands of normal students of the junior or senior high school. They actually prove that mathematics is both interesting and useful.

PUBLICATIONS

Building America — No. 4

Columbia University Press, New York, N. Y. Discusses health and the prevention of illness. Rather overemphasized New York City conditions and agencies.

Procedures Used in Selecting Schoolbooks

By Gertrude Whipple. Paper, 175 pages. Price, $1.50. The University of Chicago Press, Chicago, Ill.

This study is concerned primarily with procedures employed in selecting books for school use, and forms a critical survey of current practices in city and state school systems. Among the topics taken up and studied are (*a*) the types of administrative procedure use, (*b*) specific items of procedure, and (*c*) the selection of textbooks for state adoption.

The report points out that there are two important issues for immediate consideration, namely, the setting up of competent selecting agencies, and the improvement of standards and methods of evaluation. An effective organization of the personnel is often lacking, in the opinion of the author. In city systems the responsibility of selecting books is assigned to widely differing agencies. In state systems, school laws dictate the membership of selecting committee. The deficiencies indicated suggest the value of the following principles for administering book selection.

"1. Only a personnel qualified for the work should select textbooks. It is significant that personal incompetency was reported by school officials as a cause of difficulty in book selection.

"2. The personnel should be appointed for a substantial period of time, and only a few of the members should be changed at a time.

"3. An effective organization of the various school officials concerned with book selection should be set up. Such an organization assists in securing the contributions of different staff members. It also helps to insure that the findings of different members will be considered in reaching decisions.

"Further deficiencies are inherent in the standards and methods of evaluation used. For example, a few school systems make careful studies of needs before examining books. Far too often the standards employed are subjective.

"In overcoming weaknesses, the following principles may serve as a guide: (1) The needs which books are to serve should be determined as a basis for their examination. The findings of the analysis can be interpreted best in terms of the needs of the pupils. (2) Reliable standards and methods of evaluation should be employed which will obtain facts about books. The use of such standards and methods is essential to objective selections."

The author maintains that the administration of book selection presents problems which can be solved through practical means by administrative officers; the improvement of standards and methods involves problems of a more technical nature which can be solved best by scientific study.

The survey showed that adequate techniques are lacking for determining whether a book harmonizes with the course of study. This suggests the need of studying the purposes which books should serve in carrying out curriculum units. It also showed a lack of objective standards for examining books. All of the items should be evaluated in examining each type of book, and the desirable characteristics of each item should be explicitly defined.

There appears to be a need also for refined and objective methods of selection. The methods devised should be easy for school officials to apply and should require the use of only a reasonable amount of time. New techniques should be developed for specific purposes such as evaluating the interest appeal of content or illustrations. After a method has been applied, those employing it should note its limitations, and should devise means of overcoming them.

The evidence points to a need for a careful study of various problems inherent in the development of valid procedures, and the results of such studies should be applied as rapidly as they become available.

Laws vs. The Common Drinking Cup

Compiled by David Fromson, LL.B., LL.M. Paper cover, 108 pages. Published by The Cup and Container Institute, New York, N. Y.

This book contains a digest of the regulatory measures relating to the subject of sanitary drinking cups. These measures are in the form of legislative statutes, municipal ordinances, rules and regulations made by state, city, or county health departments, all having the force of law.

While the laws in the main are directed to public places, such as hotels, restaurants, trains, etc., they also include the schools. They provide that bubblers or individual drinking vessels, such as paper cups, must be employed; if the common drinking cup is used, it must be cleansed according to recognized formula.

The statutes of the several states bearing on the subject are presented. Also the regulations projected by state and city health departments.

Science Interests

By Frederick L. Fitzpatrick. Paper, 72 pages. Price 80 cents. Bureau of Publications, Teachers College, Columbia University, New York, N. Y.

The author, in the present booklet, discusses the matter of student interests as a guide in developing courses of study. He discusses the question from three points of view: (1) a survey of the theories propounded by educational philosophers; (2) a report of attempts of educators in the field of science to analyze the situation by means of interest studies; and (3) an examination of the student testimony that is taken to represent an expression of specific interests.

The author, in his conclusion, points out that quite apart from any consideration of the facts in the study, there are two questions concerning pupil testimony about their interests which have every appearance of being the most difficult to answer satisfactorily. The first is how a given pupil may predict what will or will not interest him in a field concerning which he knows little. The second is how the same pupil can foretell whether or not a certain teacher can and will direct the consideration of a specific topic into interesting channels.

The study is concerned with one of the vital factors employed in many techniques which have been used in attempting to measure interests — the matter of testimony. It is recognized that for many people, the English language is not a precise medium of expression.

What, then, of our ideal of interest as a guide in the formulation of courses of study? The answer must be that it remains an ideal, but that *pupil testimony of the foregoing nature is an inadequate index in determining means for attaining our objectives.*

Dictionary of the French and English Languages

By J. O. Kettridge. Cloth, 524 pages. Small, 8mo. Price, $1.50. Charles Scribner's Sons, New York, N. Y.

This dictionary is based upon the *Dictionnaire de l'Academie Française* and the *Oxford English Dictionary.* The French and English vocabularies include about 25,000 words each. A special feature of value is the phonetic transcription of each French word according to the widely used international phonetic system. The book also includes supplementary lists of French and English irregular verbs, and rules for the division of French words into syllables. For the American user, it would seem desirable that the next edition include a tabular explanation of the International phonetic system as exemplified by typical English-American rather than French words.

The Townsend Crusade

An impartial review of the Townsend movement and the probable effects of the Townsend Plan. Paper, 93 pages. Price, 25 cents. The Committee on Old Age Security of the Twentieth Century Fund, Inc., New York, N. Y.

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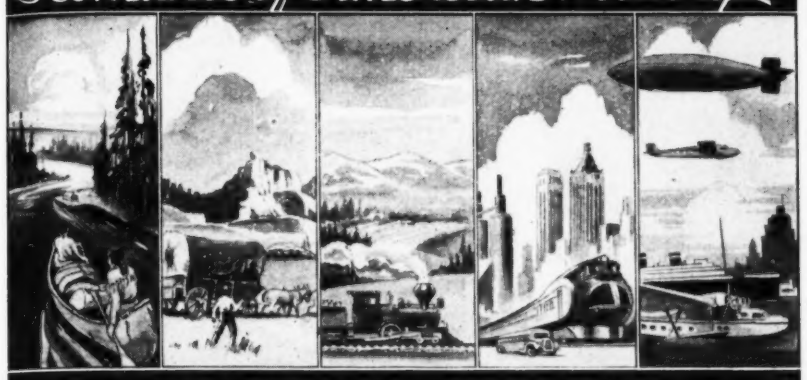

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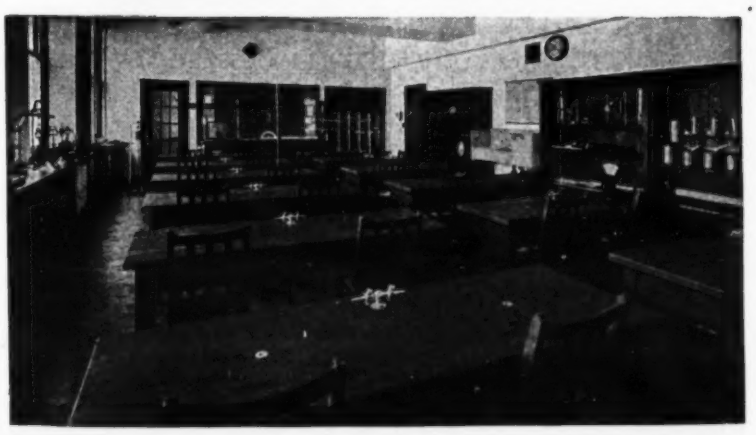

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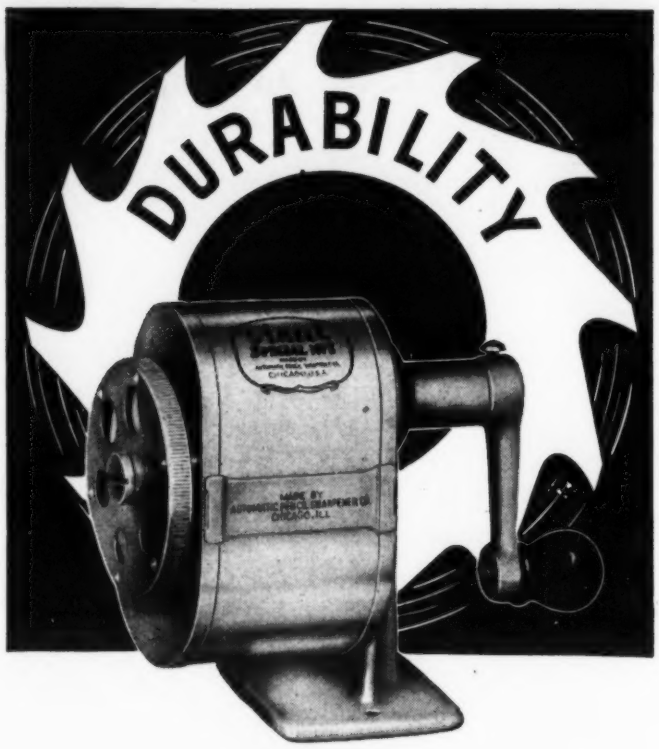

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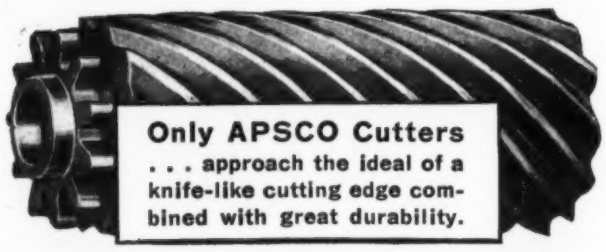

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School Hygiene

LIP READING AND THE INTELLIGENCE QUOTIENT OF THE HARD-OF-HEARING CHILD

Recent surveys in the public-school system of the United States have revealed that three million of the fifty million school children, or six per cent, have imperfect hearing. Also, it is believed that deafness is on the increase, despite the rapid progress made by all institutions interested in checking this defect.

Why should educational institutions be concerned with the hard-of-hearing child? Because his handicap segregates him from the normal child, making him less fit to develop into a helpful citizen in his adult years.

Dr. A. J. Hofsommer, of Webster Groves, Mo., in an article printed in the August 29 issue of the *Journal of the American Medical Association*, offers a preliminary statement of the scholastic and personality changes attendant on the irremediably hard-of-hearing child. Although he may not realize it, much of ordinary conversation is missed at home, at school, and at play. His parents nag him for inattention and his teachers brand him "hard to teach."

Dr. Hofsommer points out that the hard-of-hearing child, if not early recognized as such and helped, falls behind in the classroom. Statistically there are three times as many repeaters among the hard-of-hearing as among normal children.

In the public schools of Webster Groves, in St. Louis County, a definite program has been in effect during the past four years: During the first two months of the school year every child from the third grade through high school is tested with an audiometer. With this instrument it is possible to test as many as forty children at one time. Those below the third grade who are believed to be hard of hearing, because of slow progress or personality changes, are tested individually. These youngsters use the head phone in the usual manner but speak the numbers heard instead of writing them. Thus, varying degrees of deafness are detected from the very start of school life.

After the test sheets have been checked against the master sheet, the children with a hearing loss of six or more dynes in both ears are retested. Those consistently showing a hearing loss then receive special examination of nose, throat, and ears by the school medical inspector to eliminate impacted cerumen. A further check on hearing is made with the audiometer through co-operation with the Central Institute for the Deaf in St. Louis. The audiograms of these tests are filed with the school records and compared with subsequent audiograms. Parents are notified of the hearing loss and are advised to consult an otologist for correction when possible. Meanwhile, lip-reading instructions are begun by teachers trained at the Central Institute.

The doctor has reached certain definite conclusions, based on the results of his studies: (1) The education of the unassisted hard-of-hearing child is an interrupted learning, an imperfect acquisition of knowledge; (2) the child should not be segregated from the school classroom, but lip reading should form a part of the curriculum; (3) the child in a majority of cases has a low intelligence quotient because of lack of educational experience and *not* because of deficient mentality; (4) after one or more years of lip reading in the Webster Groves schools, it was noted that 47 per cent of the children showed an increase in their I. Q., 41.1 per cent showed no change, and 11.7 per cent showed a drop in their I. Q. In 76.4 per cent, definite classroom improvement was noted, and all of the children showed a marked betterment in behaviorism; (5) another group of hard-of-hearing children, who refused lip reading, showed no increase in their I. Q. during the same period, and 75 per cent showed a drop; only 18.7 per cent made classroom improvement, and all of the children were character problems.

The doctor, through his studies of children over a period of three or four years, has attempted to establish an interest in the need for lip reading in the public schools. He contends that it is a benefit to the child himself and also to the community. The cost of lip reading need not be considered, since it will not take many repeaters made into nonrepeaters, to cover not only the cost of lip reading but very likely the cost of the entire school-health program.

SIGHT-SAVING TEACHERS

What teacher should have a broader vision of the goal to be achieved than the sight-saving-class teacher? She, who must daily be the eyes for her pupils, must clearly see the great importance of the work in which she is engaged. Her professional outlook must be of a wider scope because of her broad fundamental knowledge of the specific problem of eye defects. She is child-centered; she sees and realizes, with understanding and sympathy, each pupil's particular difficulties; and she makes an intelligent adaptation of the curriculum to his individual needs. Intelligent and sympathetic understanding should mean common-sense treatment of difficulties, not a soft sentimentality that fails to build a constructive program for the individual child—a program which will enable him to solve his own problems. In a word, a sight-saving-class teacher must be a woman of character who gives her pupils a calm, optimistic attitude of mind toward their handicap, so that each assumes his responsibility for the care and conservation of his own vision.

—*Mary C. Sullivan.*

HYGIENE AND SANITATION

♦ New York, N. Y. Candidates for supervisory and administrative positions in the city schools will in the future be required to pass a physical examination before they will be granted teaching licenses, under a rule of the Board of Examiners. In the past, supervisors have not had to submit to a physical test when they appeared before the examining board for license, although applicants for teaching licenses have been regularly examined for health. Deafness, heart troubles, and similar ailments which interfere with a candidate's efficiency will be given attention.

♦ Willmar, Minn. A full-time school nurse has been employed for the school year 1937.

♦ Marceline, Mo. Outdoor basketball courts at the Park and central grade schools have been graded and improved at a nominal cost during the past summer. Swings and other playground equipment have been installed at both these buildings. The work was begun as a means of providing directed play which would prove an incentive for better schoolwork.

♦ Toledo, Ohio. The board of education has enlarged the scope of the school medical program with the appointment of fourteen physicians, which increases the staff by one. The physicians, with the exception of three, are appointed for terms of nine months in place of eight as formerly was the case. Dr. P. B. Brockway was reappointed as director of health supervision.

♦ Fall River, Mass. The board of education has made a study of the cost of graduations for junior-high-school pupils in order to reduce the cost to parents. The study was limited to graduation exercises for students who complete the eighth grades in the elementary schools and then do their ninth-year work in the junior high school. Under the present plan, parents are compelled to outfit the students twice in one year for commencement programs.

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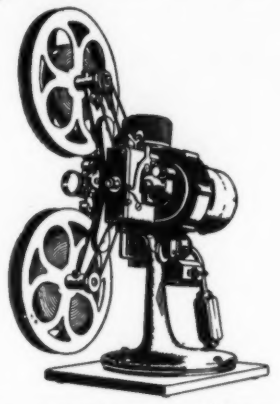

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DETROIT SCHOOL ENROLLMENT AND EXTENDED TERM

The public schools of Detroit, Mich., opened on September 8, with prospects for an increased enrollment of 4,000 students, bringing the total enrollment for the city to approximately 270,000. The regular teaching staff of the schools was increased with the addition of 280 teachers, making a total of approximately 7,500 teachers.

The building program of the school system has been restricted to the addition of a few temporary buildings and the rebuilding of the Western High School and one elementary school, which had been destroyed by fire. These buildings will be completed and ready for occupancy in January, 1937.

The number of students attending on a half-day schedule has been reduced this year to approximately 1,300. The school term has been extended to a full ten months, making the first full school term since 1933–34.

SCHOOL ADMINISTRATION

♦ Bellevue, Mich. The school board has recently purchased five motor busses for the transportation of pupils of five abandoned rural schools to the city schools. The busses are being used as well for the transportation of high-school students from eleven other rural schools.

♦ Chelsea, Mass. A course in vocational guidance has been introduced this year in the junior and senior high schools. While the work is listed as homeroom guidance, it includes all phases of educational and vocational guidance. The work will be conducted under the guidance and leadership of homeroom teachers.

♦ The State Council of Education of Pennsylvania has amended the rules governing teachers to provide that prospective elementary teachers shall have completed three years of post-high-school training after January 1, 1937. Formerly a teaching certificate was issued where the applicant had completed two years of post-high-school training. The new certificate will be valid for three years and will be renewable every three years, provided the holder has completed twelve semester hours of additional education, until the teacher has earned a college certificate.

♦ Lewiston, Idaho. For the first time in the history of the schools, an arrangement has been effected for an exchange of teachers for one year. Under the arrangement, the local teacher of history and forensics will exchange places with another teacher in Augusta, Me. The plan has proved popular with the teachers and may be extended next year to include three or four teachers.

♦ The Michigan Department of Public Instruction has adopted a new policy, requiring a higher standard in the state's teaching profession, beginning with the new school year 1937. Under the new policy, four years of college training will be required of all teachers before a life teaching certificate will be given. In 1939 a new rule will become effective, under which life certificates will be discontinued, to be replaced by a plan of issuing temporary teaching certificates to college graduates, who must serve a three-year internship before receiving their permanent certificates. The permanent certificate will lapse when a teacher is unemployed for a five-year period. The new plan permits the elimination of incompetent teachers and insures a better standing of teaching in the state's schools.

♦ Indianapolis, Ind. A new service has been introduced in the public schools this year, with the employment of a psychiatrist and a psychologist, to work with the social-service staff and principals in the solution of adjustment problems of school children. The employment of these experts is intended to co-ordinate the social service of the schools with other such leading agencies of the city.

♦ Providence, R. I. A new setup in the school system has been effected to take care of the retirement of William S. Steere, assistant superintendent in charge of elementary schools. The new setup eliminates one position in the administrative department, with a large saving.

♦ Detroit, Mich. Beginning with the new school term in September, all high-school graduates are required to pass a satisfactory examination in the traffic ordinances of the city and state. The work, which is being offered in connection with the civics course, includes lessons in traffic safety in the 8B and 10th grades. The work comprises twenty lessons, devoted to motor-car and traffic safety.

TEACHERS' SALARIES

♦ Knoxville, Tenn. The Knox County board of education has voted to pay elementary- and high-school teachers, salaries based on the same salary basis as used last year. Under the salary program, elementary teachers will be paid monthly salaries ranging from a minimum of $70 to $100 maximum. High-school teachers will be paid salaries ranging from $110 to $165 per month. Teachers receiving more than the monthly salary called for by the schedule will not be given further pay increases until the schedule figures match their present salaries.

♦ Indianapolis, Ind. The school board has approved the 1936–37 school budget, increasing disbursements by $1,096,000 and the tax rate by 22 cents. The proposed budget, which calls for $7,330,642, includes increases amounting to $875,000 for school-construction projects and for increases of $100 a year in teachers' salaries.

♦ Lewistown, Pa. The voters of the school district, at an election, approved a bond issue of $200,000 as its share of the cost of operating a school-building program. The Federal Government has approved a grant of $164,772 to aid in the construction program.

The building program, which will involve a cost of $365,000, will comprise four projects — an elementary school, an addition to the senior high school, a connecting unit between the junior- and senior-high-school buildings, and the alteration of an eight-room building to include five vocational shops for the use of the senior-high-school vocational department.

TOLEDO ADJUSTS WAGES OF NONTEACHING EMPLOYEES

The board of education of Toledo, Ohio, recently adopted a new program, calling for an adjustment of the wage rates and working conditions of noneducational workers. The adjustment favors the noneducational employees and extends to these workers concessions in line with the adjustments previously accorded employees in the educational division through a single-salary schedule, service credits, and cumulative sick leaves.

The new program, estimated to cost $25,070, is subject to reduction up to 15 per cent, under the policy through which the board agrees to pay its employees not less than 85 per cent of their basic salaries during the 1936–37 school year. Sick-leave provisions, it is estimated, will not cost more than $10,000.

The agreement of the board provides vacations with pay; sick leave for all regular employees, except those in the unskilled group; a working year of 2,234 hours with provisions for free time in the settlement of overtime claims; additional janitorial help in the winter; monthly increases of $5 for male janitors; equalizing of janitresses' pay at $70 a month with vacations and sick leaves; and prevailing wages to members of skilled trades, subject to deductions; vacation allowances to unskilled laborers, and first consideration to part-time workers in the filling of full-time positions.

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The seat is of six ply veneer, compound curved casein glued and fully framed in to prevent splintering or warping. Two braces under the seat for rigidity. Rungs reinforced with a steel rod and a back of dual curve. A back that is deeper, wider and more comfortable than any ever produced. May we submit a sample?

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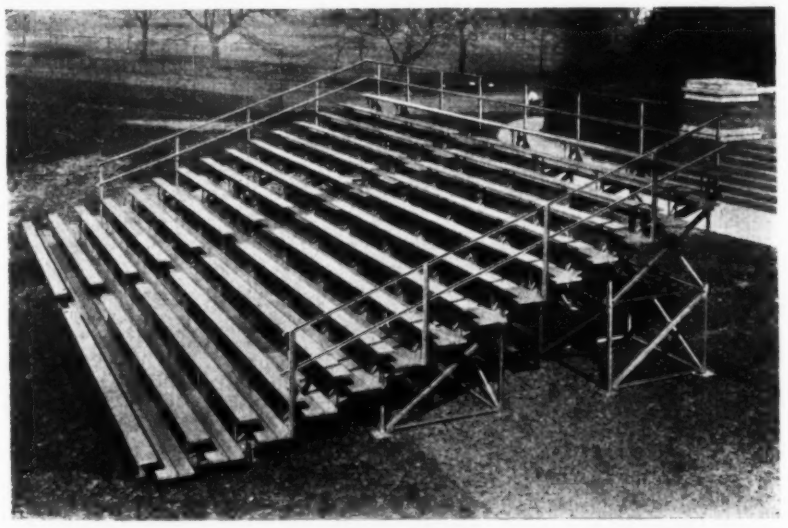

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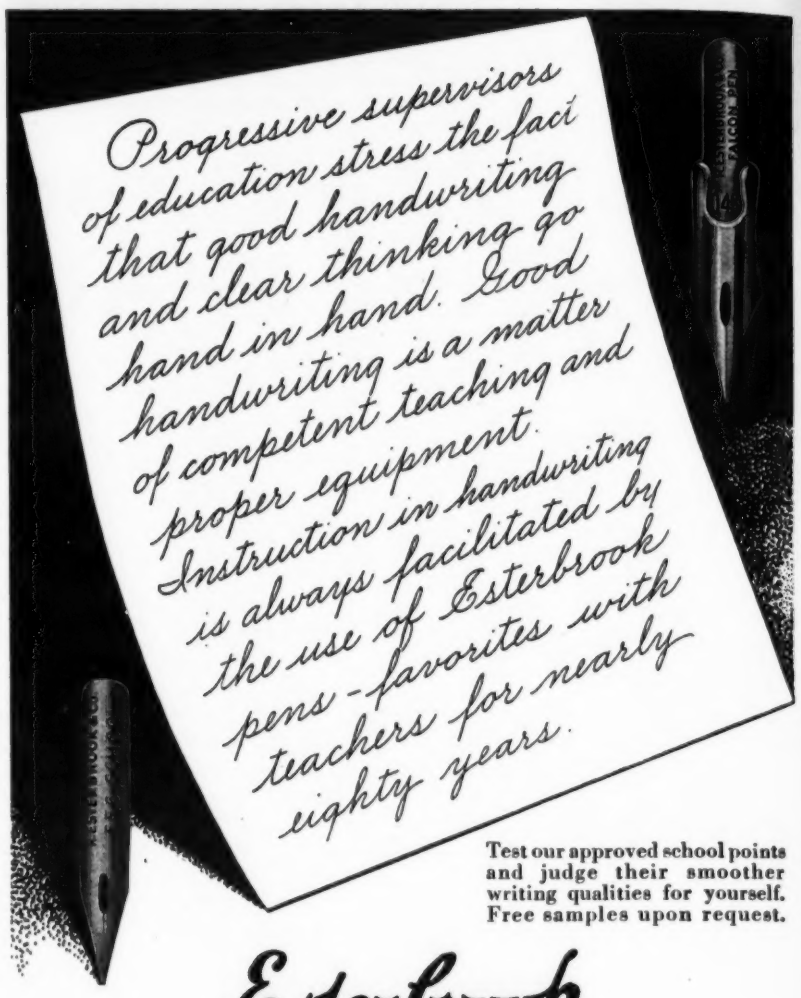
VICTOR ANIMATOGRAPH CORP., DAVENPORT, IOWA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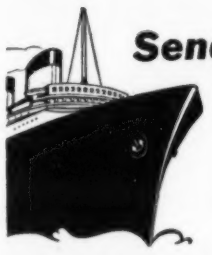

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'blue coal', 120 Broadway, New York, N. Y.

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School Address .....

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Secondary or High School ☐ *Principal* ☐

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The MILLER RED DOT No. 35, in No. 1 finish, has an all steel hasp cadmium plated with a die cast enamel lacquered case. No. 2 finish is chromium with cadmium hasp. Rust proof. Extremely simple yet strong construction. Operates by click or sight. Attractive appearance. Automatic locking. Send for sample.

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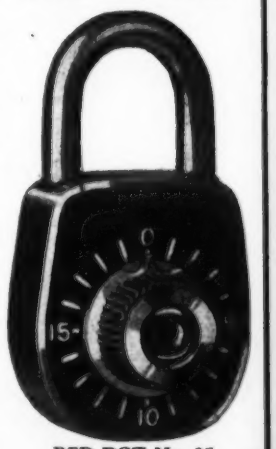

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City ..... State .....

A GRADE SCHOOL COMPLETE

(Concluded from Page 37)

and gray limestone. The construction is of reinforced concrete except for the ceiling and roof of the auditorium which are carried on steel trusses. Corridors and stairways have terrazzo floors and base, and the same material has been used for toilet-room floors.

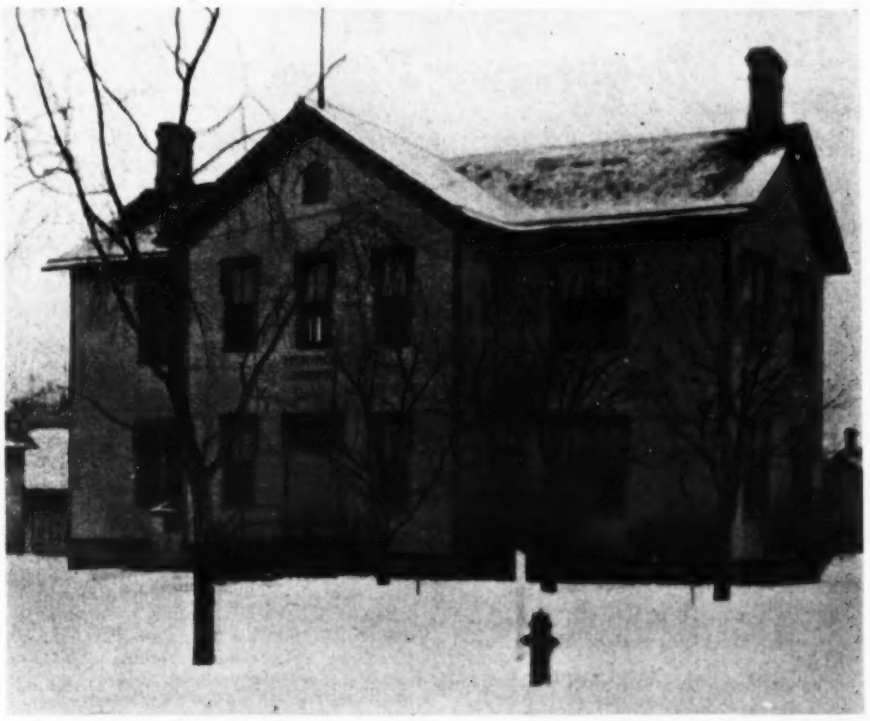
The auditorium has finish brick walls, a wood-fiber sound-control ceiling, and a linoleum floor. The room is fitted with 400 movable auditorium chairs. The stage is fitted with velour curtains and drapes and ample stage lighting for all ordinary school and entertainment purposes.

The classrooms are finished with linoleum tile floors, plastered walls and ceilings, and hardwood trim. Each is fitted with recessed storage cabinets and wardrobes, and is equipped with the newest type of movable furniture.

The building is fitted with electric lights, bell signals and power outlets. It is heated with low-pressure steam. All ventilating apparatus and radiators are automatically controlled.

The educational planning for the building was carried on by Supt. Benjamin Klager. The architects were Robinson & Campau, Grand Rapids, Michigan.

The cost was $60,826.



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SUPERINTENDENT KERSEY TO GO TO LOS ANGELES

Dr. Vierling Kersey, state superintendent of schools of California, has been elected city superintendent of schools in Los Angeles, succeeding Dr. Frank A. Bouelle. The appointment takes effect February, 1937, when Mr. Bouelle's retirement becomes effective.

DR. VIERLING KERSEY

Dr. Kersey, a native of California, was educated in the schools of Los Angeles and was graduated from the Los Angeles Polytechnic High School and the Los Angeles State Normal School. He completed work at the University of Southern California, receiving the degree of A.B. in 1916, and the degree of M.A. in 1921.

Dr. Kersey has enjoyed a varied educational career, having been a teacher in high schools for four years; a vice-principal for four years; a high-school principal for one year; director of continuation education for four years; assistant superintendent of schools; and state superintendent of public instruction since 1932.

Dr. Kersey is an instructor at the summer sessions of the University of California.

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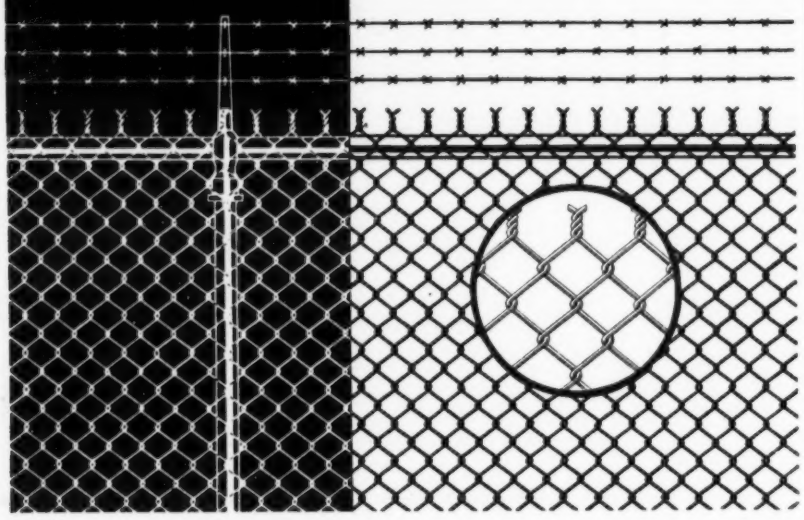

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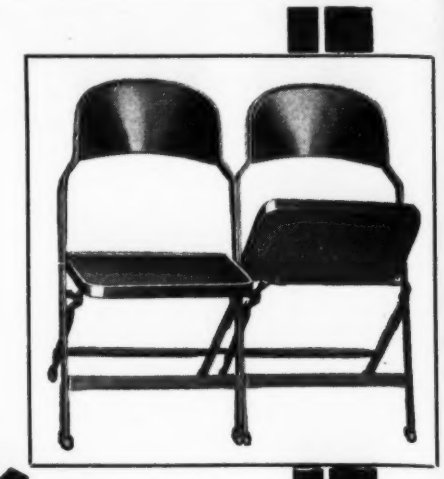

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THE BLOOM TOWNSHIP HIGH SCHOOL, CHICAGO HEIGHTS, ILLINOIS

(Concluded from Page 36)

Bloom Township High School, Chicago Heights, Illinois

Royer & Danely, Architects, Urbana, Illinois
Roswell C. Puckett, Principal High School

SITE

Irregular, 746 feet front, 660 ft. in depth.
Athletic grounds across the street in separate plot.

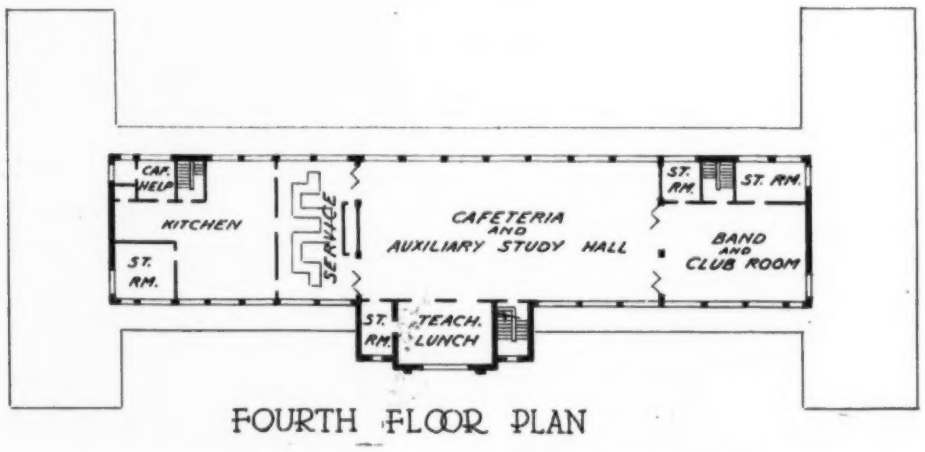
Gymnasium finish, brick walls, cork ceiling, maple floor, cork wainscoting, concrete bleachers with wood seat boards

MECHANICAL EQUIPMENT

Type of heating, split system in academic unit; unit heaters in gymnasium
Temperature control, pneumatic
Electrical equipment, full conduit system
Plumbing, vitreous fixtures

COST AND CAPACITY

Pupil capacity, 1,855
Pupil stations, 2,473



FOURTH FLOOR PLAN

CONSTRUCTION

Date bids received, September, 1930
Date contract awarded, October, 1930
Date construction started, October, 1930
Date building occupied, February, 1934
Working days required, 320

DESIGN AND CONSTRUCTION MATERIALS

Exterior design, modern
Exterior facing, brick
Exterior trim, terra cotta
Construction material, reinforced concrete and steel
Classroom finished, birch, trim, asphalt tile floors, plastered walls and ceilings
Auditorium finish, not built
Cost of building, $883,183
Cost of equipment, $50,000 approx.
Total cost, $933,183
Cost per cubic foot, 32 cents
Cost per pupil, $480
Total cost per pupil, $503
Hygiene

COMING CONVENTIONS

October 5–8. National Council on Schoolhouse Construction, at Austin, Tex. Mr. Ray L. Hamon, Peabody College, Nashville, Tenn., secretary.

October 12–16. National Association of Public-School Business Officials, at St. Louis, Mo. Mr. H. W. Cramblet, Pittsburgh, Pa., secretary.

October 15–16. Central Missouri Teachers' Association, at Warrensburg. Fred W. Urbar, Warrensburg, secretary.

October 17. Massachusetts Teachers' Federation, at Springfield. Mr. Hugh Nixon, Boston, Mass., secretary.

October 22–23. Co-operative Education Association of Virginia, at Bristol. Mr. J. H. Montgomery, Richmond, Va., secretary.

October 22–23. Indiana Teachers' Association, at Indianapolis. Mr. Charles O. Williams, Indianapolis, secretary.

October 22–24. Michigan Education Association (Dist. No. 1), at Detroit. Mr. F. M. Stubbs, Detroit, secretary.

October 25–26. Maryland Teachers' Association, at Baltimore. Mr. W. H. Davis, Havre de Grace, secretary.

October 29–30. Maine Teachers' Association, at Lewiston. Mr. A. W. Gordon, Augusta, secretary.

October 30. Connecticut Teachers' Association, at Hartford. Mr. F. E. Harrington, Hartford, Secretary.

November 5–7. Colorado Education Association, at Grand Junction. Mr. W. B. Mooney, Denver, Secretary.

November 5–7. High School Conference, at University of Illinois, Urbana. Mr. A. W. Clevenger, Urbana, secretary.

November 5–7. Wisconsin Education Association, at Milwaukee. Mr. O. H. Plenzke, Madison, secretary.

November 6–7. Iowa Teachers' Association, at Des Moines. Mr. Charles F. Pye, Des Moines, secretary.

November 6–7. Kansas Teachers' Association, at Topeka. Mr. F. L. Pinet, Topeka, secretary.

November 11–14. Missouri Teachers' Association, at Kansas City. Mr. E. M. Carter, Columbia, secretary.

November 19–21. Illinois State School-Board Association, at Springfield. Mr. A. D. McLarty, Springfield, secretary.

November 23–25. California State Teachers' Association (central coast), at Santa Cruz. Mr. T. S. MacQuiddy, Watsonville, secretary.

November 25. California Teachers' Association, at San Francisco. Mr. E. G. Gridley, Berkeley, secretary.

November 26–28. National Council of Teachers of English, at Boston, Mass. Mr. W. W. Hatfield, Chicago, Ill., secretary.

November 27. Elementary Principals and Supervisors' Association of Texas, at Fort Worth. Mr. Byron England, Abilene, secretary.

November 27–28. Idaho Education Association, at Boise. Mr. John I. Hillman, Boise, secretary.

December 10–12. First National Conference on Educational Broadcasting, at Washington, D. C. Mr. C. S. Marsh, Washington, D. C., secretary.

December 27–28. Central Association of Science and Mathematics Teachers, at St. Louis, Mo.

December 28–30. Associated Academic Principals of New York State, at Syracuse. Mr. David G. Allen, Lake Placid, secretary.

December 28–January 2. American Association for the Advancement of Science and Associated Societies, at Atlantic City, N. J. Dr. H. B. Ward, Washington, D. C., secretary.

December 28–30. Illinois Teachers' Association, at Springfield. Mr. R. C. Moore, Carlinville, secretary.

December 28–31. Modern Language Association of America, at Richmond. Mr. P. W. Long, New York, N. Y., secretary.

December 28–30. Music Teachers' National Association, at Chicago, Ill. Mr. D. M. Swartout, Lawrence, secretary.

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No. 55 as shown, with veneer panel back and seat.

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No. 11 developed for the medium and low priced field, similar in appearance and has slat back and seat.

A wide range of models in Adult, Intermediate, Juvenile, Kindergarten and Portable Assembly Chairs.

Standardize your seating with STANDARD for Uniformity of Appearance, Simplicity in Design, Strength and Service.

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incorporates many basic improvements. Provides professional performance, easier portability and priced at only $375. Projector weighs only 39 lbs. Speaker 15 lbs. Projector—20½" long, 13½" high, 8" wide. Speaker 12" long, 13½" high, 8" wide. Accommodates any size reel up to 1600 feet.

Licensed under Western Electric Patents. Designed to conform with Underwriters' Laboratories' requirements.

Only $375 COMPLETE

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Larger sound-on-film models available at $415, $650 complete. AMPRO also offers two fields of 16mm. Motion Picture Projectors. Series J with 500 Watt lamp, start at $135. Series K with 750 Watt lamp start at $150. Prices include carrying case, and all accessories. Write for special circulars on models in which you are interested giving full details as to your particular needs.

SBJ-1036

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MENTAL AGE AND SUCCESS IN SCHOOL

(Concluded from Page 19)

to the questions, "In what grades are there the greatest number of failures?" "Are those failures due to the mental immaturity of beginning pupils?"

We then asked ourselves. "Can pupils who begin Grade 1 with a mental age of less than six years be expected to succeed in schoolwork?" When the records were examined, it was found that in grades 2 to 6, there were but 15 pupils who had begun grade 1 with recorded mental ages below 6 years, who had not thus far repeated a grade. The present standing of these 15 is sufficiently low to predict the repeating of at least one grade by ten of them, a change in division or adjustment of work required for one of them, and the finding of new evidence for the other four.

Conclusions

Before final conclusions are drawn, further investigation should and will be made but our findings to date indicate that for the Burbank School and probably for other Belmont schools:

(1) By far the greatest proportion of failure is in grades 1 and 2.

(2) Nearly all failure is in grades 1. 2, and 3.

(3) There is a close relation between mental age at the time of beginning grade 1 and success in school — to be successful in school a child should begin reading only when he has attained a mental age of approximately 6 years.

(4) Mental age is at least just as significant a factor in beginning grade 1 as is chronological age, and our requirements for entrance to grade 1 need to be revised.

(5) In order to have children enter grade 1 with reasonable chance of success the age of kindergarten entrance must be revised, or another grade such as a pre-primary, sub-primary, transition grade or whatever it may be called be inserted between the kindergarten and grade one for those pupils who have attended the former but are not ready for the latter, or our primary grades be reorganized.

BOOKS TO GROW ON— BOOK WEEK 1936

(Concluded from Page 23)

grow on" — these and many other projects can be effectively used in book-week programs in the schools.

An ideal plan[1] for the "week" as a whole should fall into three types of activity — classroom projects and exhibits of all sorts of creative work, originally designed by the boys and girls to represent the relationship of reading to their lives; assembly programs devoted to books, either in short skits or talks; a book-week tea, play, or party — a co-operative affair for the whole school to which parents receive special invitations issued by the children.

Exhibits planned for book week should be seen by the parents as well as the children, for the "week" is the logical time to interest them in the role books play in modern education, the broadened scope of the reading done in connection with classroom work today, as compared with the restricted use of books in their own school days. Book-Week events will give them a new comprehension, too, of the valuable services of school libraries, and the classroom library corner with the chart where children may proudly point out their progress in reading.

[1]The Book-Week poster pictured is obtainable, along with a Book-Week Bulletin of suggestions for programs, for 25 cents from The National Association of Book Publishers, 347 Fifth Avenue, New York, N. Y.

ELECTRICAL SERVICE IN SCHOOL BUILDINGS

(Concluded from Page 30)

too often unforeseen. One remedy is, of course, to permit only competent persons to do the work and in fact many states have laws which prohibit unauthorized or unlicensed persons from doing such work. But there are more places where such laws do not apply than where they are in force, and even in the latter cases this feature of temporary work is permitted to be done by students! Beware, though it may not be of the Ides of March!

Last, though not forgotten here, give the engineer or janitor a break. He will probably be tucked away in some corner or space which cannot be used for anything else, even ashes. His quarters should be ample and furnished with sufficient service to permit him to do his repairwork efficiently. He will surely have need of some power tools, etc., and must therefore have some convenience outlets and ample light.

Possibly because no one in particular is charged with the duty of upkeep, and also for the reason that so many different individuals use the school equipment, electric service and appliances are subject to rapid deterioration, as one engineer recently commented, "notoriously so." Maybe not exactly notorious but certainly depreciation is quite obvious. Switches out of order, overcapacity fuses, footlights smashed and in disrepair, gymnasium lights awry and protectors smashed or absent, lighting-fixture glassware or reflectors dirty (thus reducing the efficiency as much as 50 per cent), laboratory wiring in poor shape, etc. Portables, even if originally O.K., are replaced with common cords and draped coyly over steam and water pipes, or wound around nails, and to make it still more hazardous the original porcelain sockets, if they were porcelain, replaced with metal-shelled ones, minus bushings. Conductors to blower motors, sump pumps, etc., nicely soaked with oil to say nothing of the interesting wiring done by the janitor. Of course all schools are not in that shape but it would certainly be worth while for an administrator to make the rounds of his building with

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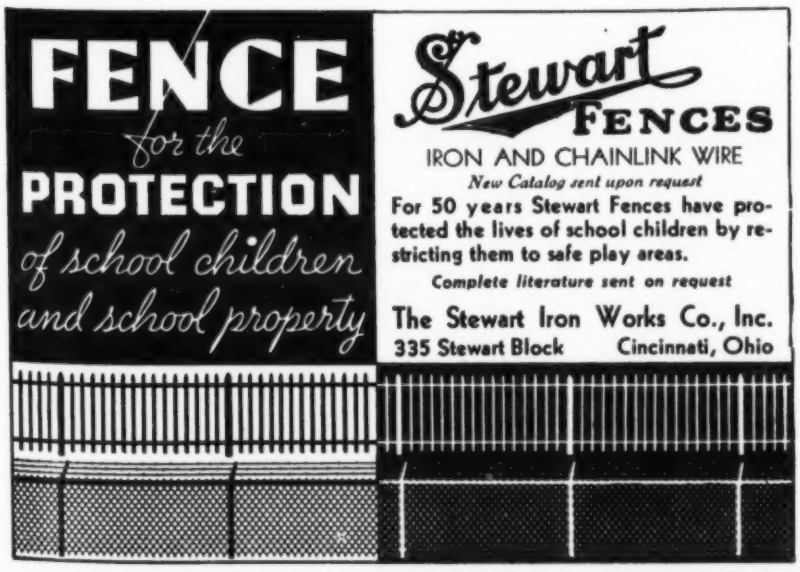

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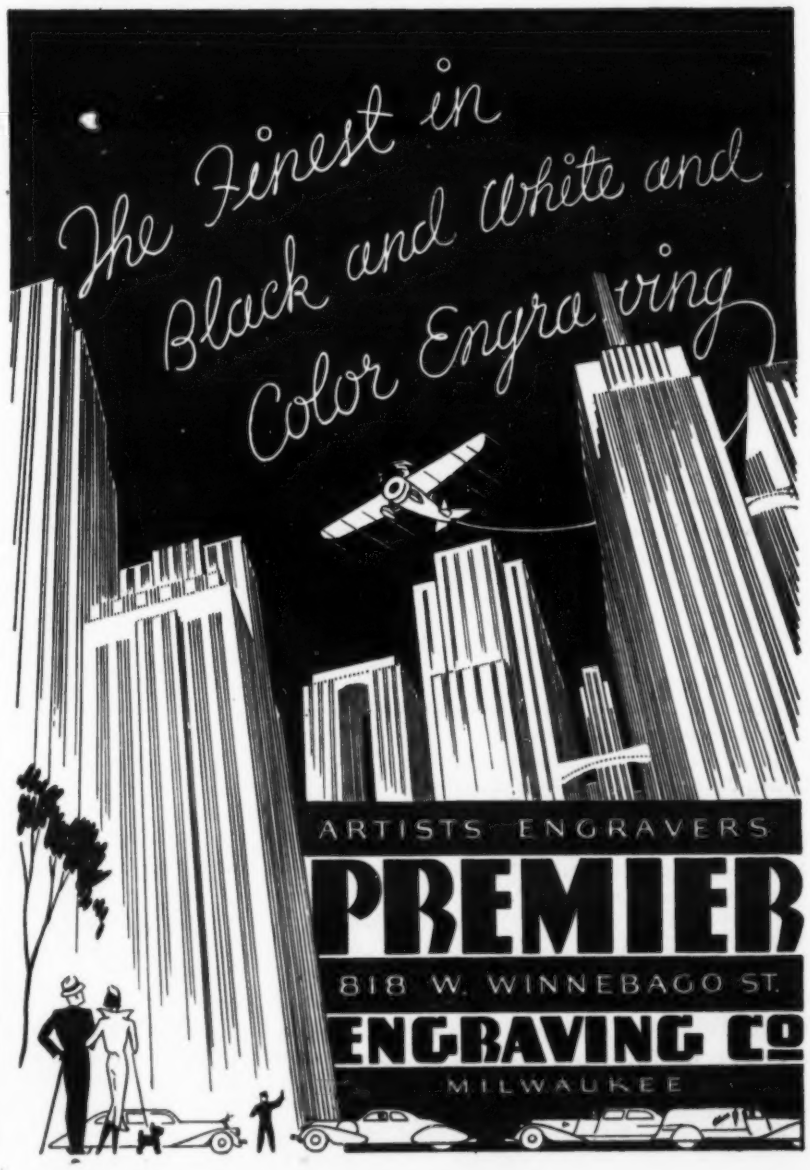

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ARCHITECTS
101 Park Ave. New York City, N. Y.

a critical attitude toward these matters — he will probably see things differently after reading this paragraph. *Safety first!*

In most cities, and in some states, electrical inspectors are available for inspections of electrical installations and they should be consulted before any alterations or additions to existing equipment are attempted. No chain is stronger than its weakest link and a short circuit or loose connection may cause a disastrous fire. Periodic inspection of all installations is indicated and may disclose unsuspected hazards or conditions.

Electrical inspectors are always willing to help in the above directions and should be appealed to. The cost of correcting defects is usually slight and — a stitch in time saves nine!

To some readers the writer may be stating the obvious, but even for these, there may be a crumb or two herein which they may use if not eat. For some a few things may be new and not either thought of or forgotten; for others the whole subject may be comparatively new. In any event the writer hopes that the thoughts put on paper here may lead to improvement, may help to prevent some fire or accident, and be of help to many readers who are confronted with the problems of planning new structures or remodeling old ones.

LETTERS TO THE EDITOR

FIRE INSURANCE AND THE SCHOOL BUDGET

To the Editor:

Insurance is an item in each school budget, which costs a considerable sum of money each year, and one in which we seldom see any returns for the amount expended. It is one that should be more carefully thought out than the average item in the budget. It will be the purpose of this brief article to give the setup we are using in Enid.

Under the existing laws in Oklahoma, which do not provide for an insurance fund to be set aside annually to care for losses, it is necessary to carry sufficient insurance to cover possible fire losses. Some may differ with the following statement: I think it best not to carry any insurance. In case of loss, vote bonds for another building.

I quite appreciate the point of view which leads school boards to place insurance in spite of the fact that they receive no direct return for the premiums paid. In case of a fire they have a clear conscience and can feel as board members that they have done their duty to their community, and that the taxpayers can smile instead of having to frown at the thought of voting another bond issue.

Carry Own Insurance

In each state the school officials should ask the legislature to enact laws which will provide that schools and municipalities shall set up an amount equal to the insurance premium that they are now paying on their buildings. This fund should be set up separately for the purpose of repairing or erecting new buildings, in case of loss from either fire or windstorm. It should be required that the governing board continue to set up the proper amount in their budgets until the amount reaches one third of the total valuation of the buildings. After that time they should cease setting aside money and need not put it into the budget again, unless there is a fire or windstorm loss; then the same procedure will be followed as previously.

In Enid, we have at present twelve buildings insured on a blanket insurance form (this is our own form containing all of the clauses necessary to properly cover the buildings and which is used on all policies written with the exception of three). It includes fire and windstorm on the buildings, furniture, and fixtures.

The policies for the Enid schools are written for five years, with one fifth of the total insurance coming due each year. This plan saves money over the one- and three-year policies, makes the budget for insurance uniform, and does not hinder the operations of any one school year. The question was asked the other day, How is it possible to have one fifth of the insurance expiring each year? When the present plan was put into operation, our policies were set up so that one fifth were written for five years, one fifth for four years, one fifth for three years, one fifth for two years, and one fifth for one year. The following year, the policies that had been written for one year, and which became due, were renewed for five years. The change was effected with the assistance of a group of insurance agents, who worked with a committee of the school board in preparing our forms.

Reducing the Number of Policies

In former years, the policies in Enid were written by some 50 agents, but now only 33 participate. There is no doubt but that some of these might be eliminated, due to the fact that insurance is not their business and some of them would be unable to write a policy without the use of our general form. In most communities, there are too many "curbstone" insurance men who think they are entitled to some of the business. If these are asked for information regarding rates or any other matter pertaining to insurance, they are unable to give intelligent help. Some come around each five years to rewrite the policy and then forget all about the insured for another five years.

I am in favor of allowing home insurance agents who make insurance their business, write the school policies, because these are the men who give help in reducing premiums, protect you when you have losses, and lend any other assistance in helping you to solve business problems which boards of education are regularly compelled to face.

Charles Ethington,
Clerk, Board of Education.

Enid, Oklahoma.

● Mr. E. J. Kleinert, of Petersburg, Mich., has become superintendent of schools at Roscommon.

● Mr. E. R. Steiner, of Orrville, has assumed his duties as superintendent of schools at Marshallville, Ohio.

● Supt. Frank Cody, of Detroit, Mich., has been given a three-year contract by the school board, the new term to begin with July 1. Superintendent Cody has completed 17 years of service as head of the school system. In addition to his duties as superintendent, and president of the Wayne University, Mr. Cody is president of the State Board of Education in which he has been an active member for nine years.

THE MARKET PLACE

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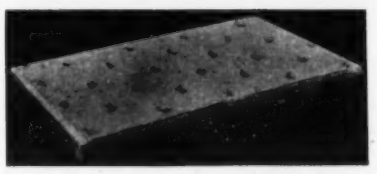

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After the Meeting

Getting Down to Facts

A fourth-grade class was studying Switzerland.

"Now, children," began the teacher, "have you any further questions about Switzerland?"

"Please, teacher," said Mary, "how much gas would it take to go over there some Sunday?" — Indianapolis News.

Not a Vacation Prospect

"My boy," said the professor, "if you keep on as you have started and study hard, you may be President of the United States some day."

"Yes," replied the young man gloomily; "and then I'll have to start in and study a whole lot harder." — Washington Star.

One Could Not

Teacher (looking over Teddy's homework): "I don't see how it's possible for one single person to make so many mistakes."

Teddy (proudly): "It isn't a single person, teacher. Father helped me."

Advanced Mathematics

Teacher: "If your mother gave you one big apple and one small one and then asked you to divide with your brother, which would you give him?"

Tommy: "Do you mean my big brother or my little one?"

Why He Stood!

During examination week a professor found the first half of a two-part exam on his desk without a name. After reading it over, he stood up before the class, and holding the paper in his hand, said: "Will the dumbest person in the room please stand, and maybe we can find out to whom this paper belongs?"

Finally a student rose. Then the professor asked: "So you're the dumbest one?" The student replied: "No, sir, I just didn't like to see you standing there by yourself."

All Greek to Her

"I want you to teach my son a foreign language."

"Certainly, madam. French, German, Russian, Italian, Spanish ———?"

"Which is the most foreign?" — London Bystander.

When History Repeats Itself

Teacher: "When was the revival of learning?"

Pupil: "Just before exams." — Mich. Edu. Jol.

He Would be Old Enough

Teacher: "Have you heard of Julius Caesar?"

Pupil: "Yes, sir."

Teacher: "What do you think he would be doing now, if he were alive?"

Pupil: "Drawing the old-age pension."

Not Much Help

Teacher: "Why do you always add up wrong?"

Pupil: "I don't know."

Teacher: "Does anyone help you?"

Pupil: "Yes, my father."

Teacher: "What is he?"

Pupil: "A waiter."

Another Important Point of View

Asked what grade he was in, the youngster replied: "Aw, I'm still in the first grade. My last year's teacher was too dumb; she couldn't teach me anything."

Properly Thanked

Professor Briggs was met by his wife at the garden gate.

"Where's the car, Septimus?" she asked.

"Car, my dear," said the professor vacantly. "Did I take it out?"

"You most certainly did!" exclaimed his wife. "Don't you remember you drove it to town?"

"How odd!" he blithely returned. "I remember now. I arrived in town, stopped the car and got out. Then I turned round to thank the gentleman who gave me a lift and wondered where he had gone to."

Buyers' News

VALUABLE NEW CATALOGS

Westinghouse Illumination Design Handbook. The new illumination handbook just issued by the Westinghouse Lamp Company, at Bloomfield, N. J., is the result of a popular demand for an authentic source of lighting facts, conveniently accessible. The book contains seven sections, comprising some new sections and enlargements of others. The section on display lighting is an elaboration of the section on interior lighting. A further section on built-in lighting treats the architectural limitations and considerations of cove lighting and luminous architectural elements.

The book contains tables, useful illumination facts, foot-candle requirements, tables on various types of reflectors, mounting heights, and spacing necessary for the best distribution of light. A copy will be sent to any person who sends a request and includes ten cents.

Announce Armstrong Corkoustic for Walls and Ceilings. The Armstrong Cork Products Co., Lancaster, Pa., has issued a new catalog, describing and illustrating typical uses of Armstrong Corkoustic for walls and ceilings.

Armstrong's Corkoustic, made of Armstrong's linoleum and cork, definitely eliminates acoustical troubles and also offers additional important advantages — high light reflection. This acoustical material provides colorful, attractive decoration, a high degree of insulation, and moisture resistance. It is durable and easy to apply, inexpensive both to install and to maintain.

School officials and architects will be interested in this new acoustical treatment since it can be readily applied to old as well as new walls and ceilings. A copy of the descriptive catalog will be sent to any school official upon request.

Announce New B-L Catalog of Balopticons. The Bausch & Lomb Optical Company, Rochester, N. Y., has issued a new Catalog, E-11, devoted to balopticons and accessories. The catalog discusses "still" projection apparatus and their selection for specific purposes. It provides detailed information on balopticons for slides and film slides, balopticons with short-focus lenses for daylight projection, overhead projectors, dissolving view and stereoscopic projectors, distance projectors, opaque projectors, as well as various types for industrial and commercial applications.

Included in the catalog is Model KOSB, the newest instrument for translucent screen projection in schools. Model CR is a combined projector to meet demands for an opaque and slide projector for auditorium and classroom use. The catalog also describes a film-projection attachment, for projecting still pictures from a strip of motion-picture film. A newly designed simple-projection microscope is designed to project microscopic slides of plant stems, flowers, insects, etc.

Complete information regarding any of these projectors may be obtained upon request.

NEWS OF MANUFACTURERS

Chalkboards for Schools. *Chalkboards* is the new name suggested for general application to writing surfaces especially adapted to the use of chalk.

The New York Silicate Book Slate Company, 20 Vesey St., New York City, points to the fact that modern school design has caused the introduction of chalk writing surfaces of green, tan, yellow, gray, and white materials, so that the old word "blackboard" no longer applies correctly. In all its catalogs and trade advertising, the firm is using the new word "chalkboards."

The New York Silicate Book Slate Company offers a complete line of chalkboards, including seloc glass, composition, boards, combination chalk and cork boards, as well as roll chalkboards, slating compound, bulletin boards, and portable revolving, and tripod fixtures.

Armstrong Takes over Stedman Rubber Flooring. The Armstrong Cork Company, Lancaster, Pa., has announced the purchase of the Stedman Flooring Company of South Braintree, Mass. The acquisition of the Stedman plant enlarges the Armstrong manufacturing operations to include nine domestic factories now being operated by the company.

The substantial increase in the demand for rubber tile in the general flooring field was a factor in the purchase of this plant. It will be an important factor in extending the firm's important line of linoleum, felt-base, cork tile, asphalt tile, and linoleum-tile floor coverings.

The Armstrong Company has announced the appointment of Mr. William G. Brooks, formerly factory manager for Stedman, as general superintendent of the plant at South Braintree. Mr. O. G. Wheat has been named assistant general superintendent, and Mr. M. A. Turner, formerly general sales manager for the Stedman company, has been appointed as a member of the sales staff of the tile-floor department.

All-Steel-Equip Company Opens New Office. The All-Steel-Equip Company, of Aurora, Ill., manufacturers of steel equipment, have announced the opening of a new office at 401 North Broad St., Philadelphia, Pa. The new office will be in charge of Mr. James Harry and Mr. R. S. Perrott, both of whom have had long experience and training in the office-equipment field.

Mr. Lester L. Geil Joins All-Steel Equip Company. Mr. Lester L. Geil has been appointed western manager of the office equipment division of the All-Steel Equip Company, Inc., of Aurora, Ill. His office will be in Seattle, Wash.

TRADE PRODUCTS

New Improved B-L Balopticons. The Bausch & Lomb Optical Company, Rochester, N. Y., has announced the improvement of its B, BDT, and CL balopticons through the addition of a slide-cooling attachment. This device which is essential when projecting photographic color plates is also helpful when using expensive hand-colored slides. The slide cooler fits all new models of balopticons and can be used with the older models. The attachment consists of a metal housing, carrying the blower unit, operating on 115-volt, direct or alternating current. It fits between the rear of the bellows and the slide-carrier support, and can be removed. Complete information may be obtained by writing to the Bausch & Lomb Optical Company at Rochester, N. Y.

New Vulcan Counter Fryers. Operators of school lunchrooms, who wish to improve the quality and uniformity of their fried foods, speed up service, reduce expenses, and increase profits, will be interested in the latest product in the Vulcan line of stoves, manufactured by the Standard Gas Equipment Corp., 18 East 41st St., New York City.

The Vulcan fryer has a new type kettle. Intense heat is generated in an insulated combustion chamber by a highly efficient burner, which keeps the flues hot but not superheated by the passage of hot gases and air from the burner to the flues. Special heat control and snap-action valve automatically maintain any temperature desired, and the burner may be either turned on full, or entirely off, as desired. Kettle and combustion chamber are insulated with rock wool and a high rim prevents the kettle from boiling over during the cooking process. A polished cover is supplied with each fryer.

Complete information will be furnished upon request.

New Porter-Cable Rotary Floor Edger. The Porter-Cable Machine Company, Syracuse, N. Y., has announced a new, improved type of edging machine under the name of the Porter-Cable rotary floor edger, which marks a new development in high-speed, disk floor-edging machines.

The Porter-Cable edger, although portable, has a heavy-duty 1¼-h.p. Universal motor, a 7-in. rubber combination pad, and two easy-grip handles, mounted at the sides at proper height to clear nosings on stair treads when resurfacing stops. An aluminum apron extension surrounding all but the sanding arc of the disk, gives the powerful vacuum system of the machine opportunity to pick up all of the dust. A hardened-steel, chrome-plated guard surrounds the revolving disk to prevent the marring of base boards or other upright objects, and the aluminum frame is polished and given an oxidization-preventive coating. An efficient floodlight to illuminate the working surface is provided, which may be turned on or off at will whether the machine is in operation or not.

A filter and a complete abrasive disk-cutting outfit are furnished with each machine. Complete information may be obtained by any school official upon request.

ANNOUNCE WINNER IN TORONTO TYPEWRITING CONTEST

Mr. George L. Hossfield has been announced as the winner in the International Typewriting Contest, held on September 2, in Toronto, Canada, under the sponsorship of the Canadian National Exhibition Association.

Mr. Hossfield, writing on an Underwood standard typewriter, won the speed typing championship of the world for the ninth time, writing 131 words a minute, outtyping the fastest typists of three countries. Writing 40,666 strokes in an hour, with only 26 errors and from totally unfamiliar copy, he established the world's record of 135.29 net words a minute for one hour.

In addition to the title of world champion typist, Mr. Hossfield was presented with a check for $1,000 for winning first place. His closest rival was Barney Stapert, of Hawthorne, N. J., who wrote 129 words a minute on his Underwood during the contest. Third place was taken by Mr. Cortez Peters, of Washington, D. C., who typed 125 words a minute on a Royal typewriter.

WHAT SCHOOL PEOPLE ARE SAYING

The constructive use of leisure, above all else, calls for resourcefulness and originality. The influence of many of the modern jobs tends toward a diminishing and deadening of initiative. Today, innocent leisure is inadequate. If leisure is to be significant in the life of the worker, it must be more than innocent; it must be constructive. — *H. G. Gentry,* Cottonwood Falls, Kansas.

H. B. Kingsbury

R. R. Wallace

Forward . . . high-school "math" classes with

H. B. Kingsbury *and* R. R. Wallace

Howard Baker Kingsbury, M.A. (University of Illinois), has had so many years day-to-day classroom contact with high-school mathematics students that he has become expert in discovering their strength and weaknesses, their response to different methods of presentation, their learning habits. He has, for some twenty odd years, been teaching mathematics at West Division High School, one of Milwaukee's pioneer schools, where he is also Chairman of the Mathematics Department. During this time hundreds of typical young Americans have crossed the threshold of his classroom with minds untrained in algebra or geometry to emerge at the end of the course not only interested in the subject, but also possessing a substantial, usable knowledge of it — prepared for college or for life. Besides his teaching, Mr. Kingsbury is also active in a variety of teachers' organizations in Milwaukee.

Raymond Randall Wallace spent his youth in acquiring the educational background that was to pave the way for his teaching career. Eventually, he earned his Master's degree from the University of Wisconsin, and it wasn't long afterwards that his marked skill in teaching mathematics began to receive recognition. He taught at West Division High School and his success there was followed by appointment as instructor of mathematics at Chicago's Calumet High School, where he is today. While at West Division High School, he became fired with admiration for the results which Mr. Kingsbury was achieving. They exchanged ideas, and discovered a common cause in their desire to improve content, method, and sequence of material in their algebra courses. Their combined ideas and experiences found expression in high-school algebra texts which are acclaimed, wherever they are known, for their unmistakable evidence of authorship by two men who **know** high-school students and **how to teach them mathematics.**

Kingsbury and Wallace are the authors of FIRST-YEAR ALGEBRA and SECOND-YEAR ALGEBRA, as well as PLANE GEOMETRY WORK-BOOKS. Write us today for copies for ten days' study.

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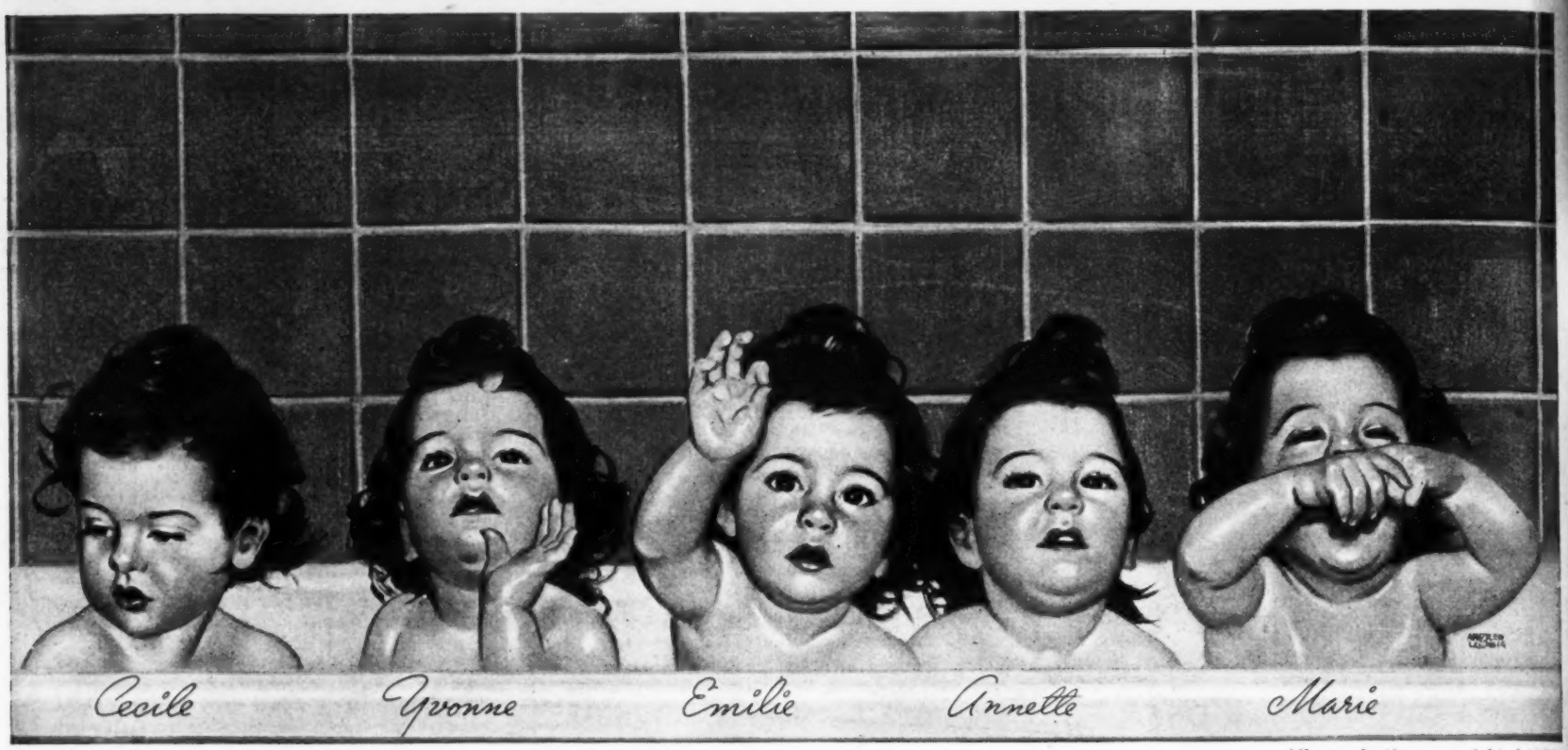

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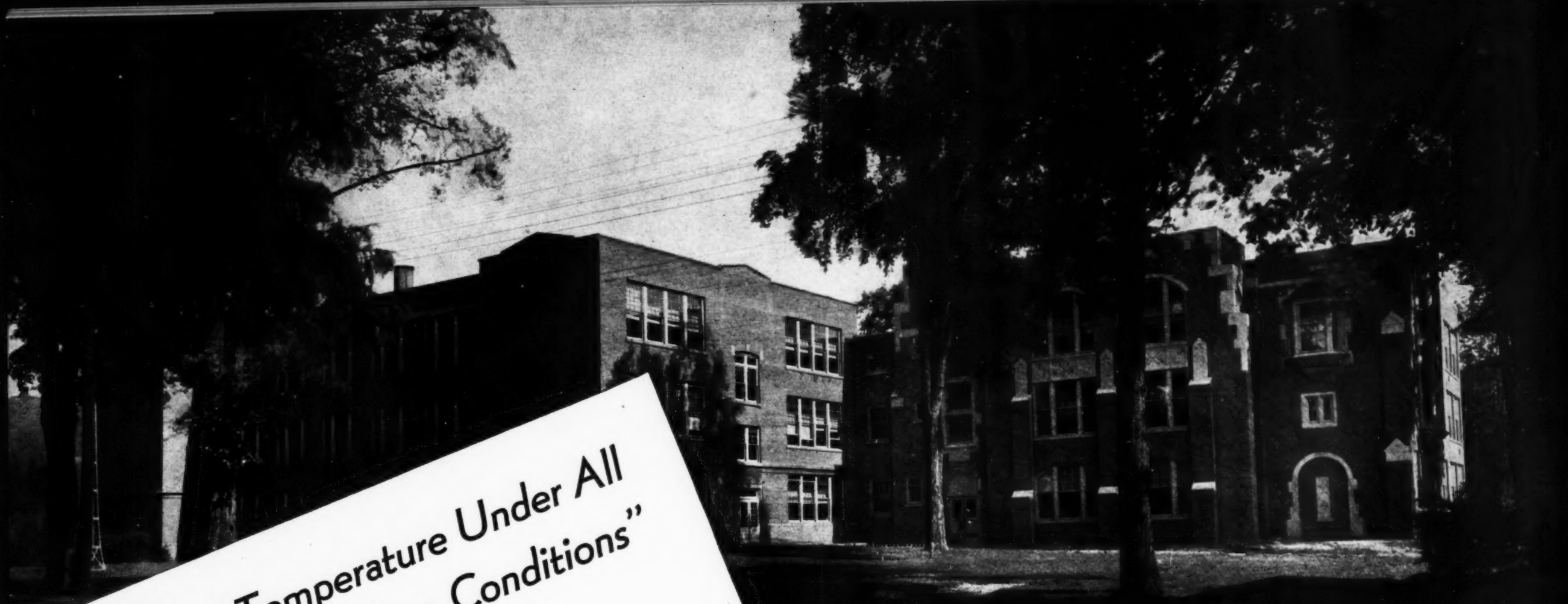

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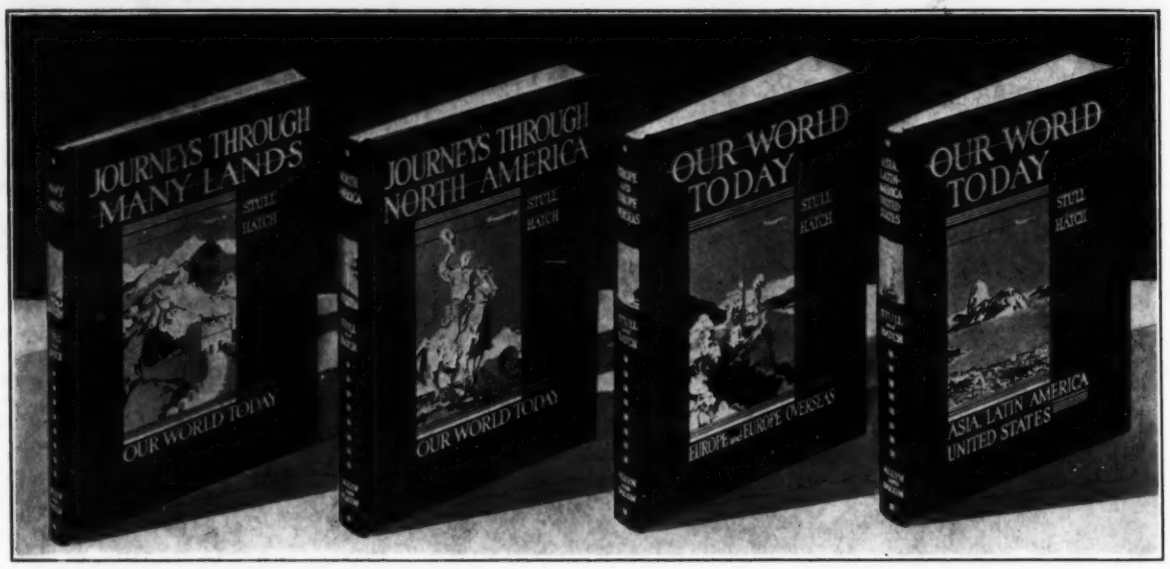

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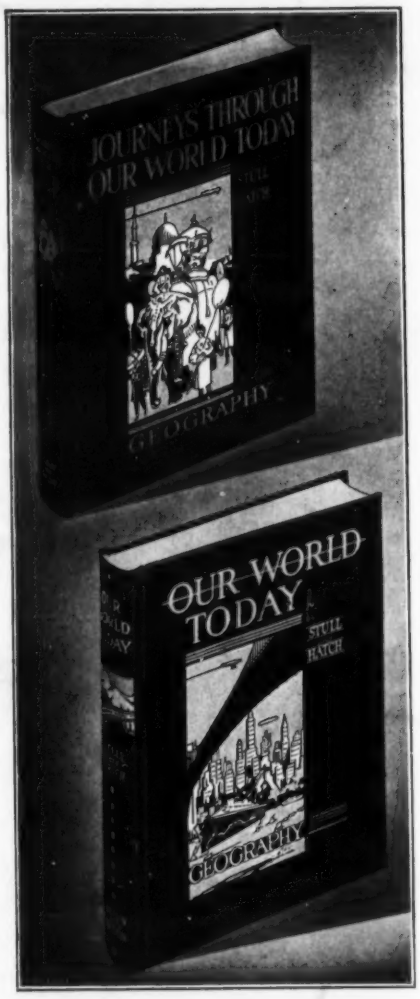

But there is neither East nor West, border nor breed nor birth, When two strong men stand face to face, though they come from the ends of the earth.

—Kipling

Come and see the beautiful silks and cottons in a land called Pearl of the East! Come and eat luscious fruits with your friendly brothers in the world down under.

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